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Whitworth College Bulletin 1979-1980

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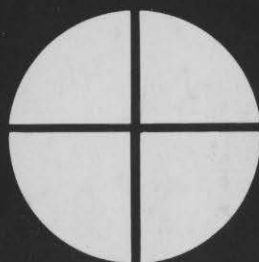
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WHITWORTH
HERITAGE
COLLECTION

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WHITWORTH



"I thought I wanted to teach but I was undecided about my major (music, art, or drama?) Well I discovered that I could have a major to include all three to go with my elementary teaching! This has to be one of the neatest things about Whitworth. The teachers always make time for you if you're having a problem or need help in some specific area. This is why Whitworth has been so helpful to me as a college and why I'm still excited about learning."

Christy Preston is active in Young Life clubs in the Spokane area, she is a camp counselor and enjoys knowing people of all ages.

"Whitworth has an opportunity to do something remarkable with its library: make it an active, integral part of life and learning here. With the College's concern for human development as well as academic excellence, we can engage students and faculty, and serve them, in ways—and with a style—almost unheard of in libraries. That attracts me to this college."

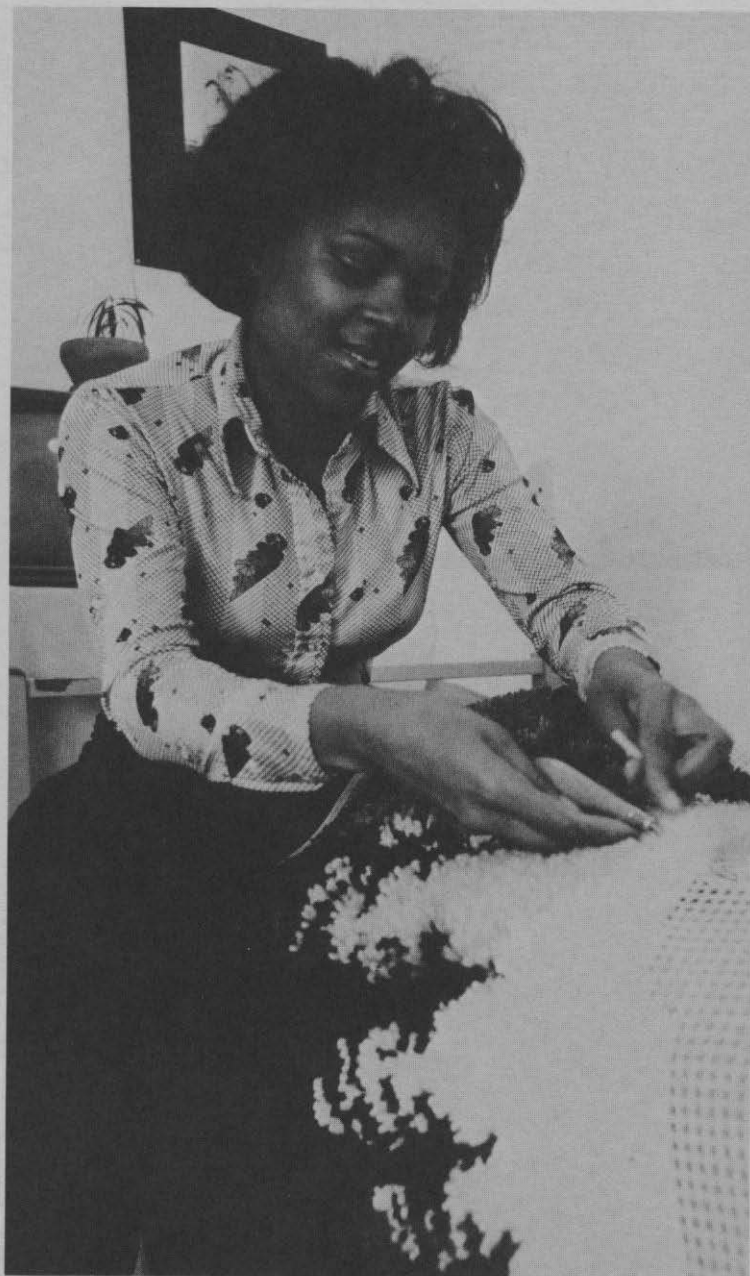
Ralph Franklin, Director of Libraries

"I discovered a long time ago that I am a learner and I teach at Whitworth because it offers faculty members the opportunity, flexibility, and encouragement to learn."

Phil Eaton, faculty

"So much of one's experience depends on dorm life. Whitworth is home for now and I appreciate the warm receptive people here."





"It's easy to get lost in the shuffle—at Whitworth I was not lost, there were people who cared."

"I first became interested in Whitworth because of my interest in playing baseball and because of the reputation of the Education Department. But Whitworth has gotten to be more than just a school where I can play baseball and obtain my teaching certificate. The Christian theme of the college and the attitude of the student body make for a super atmosphere on the campus."

Mike McGinnis, student

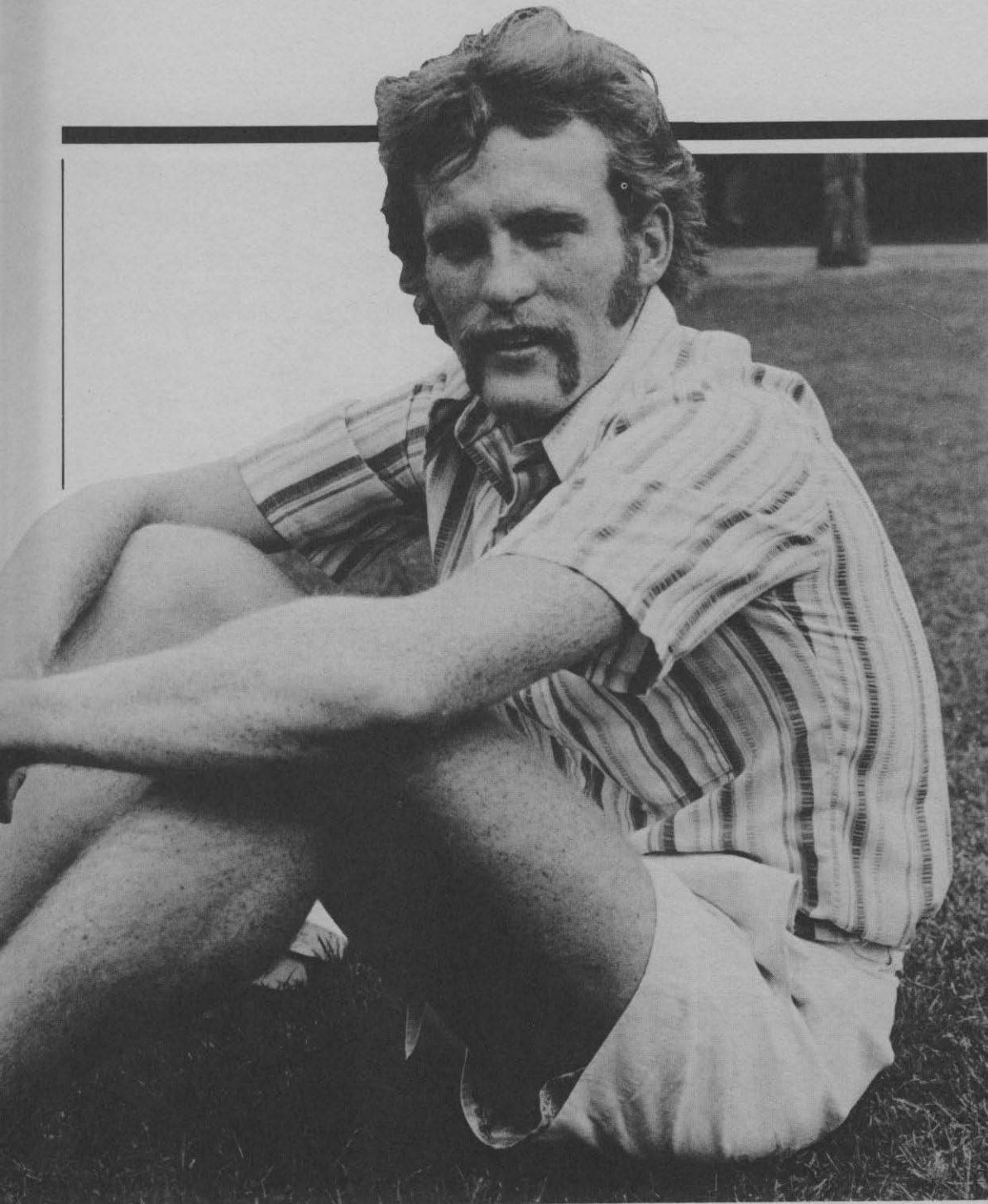
"I like the support that goes along with the challenges here."

Susan Lonborg, student

"We play a lot of pranks on the dorm next door."

"I'm at Whitworth because I respect the students I see—I want to take time with them, and I want to deal with them in and out of class. I appreciate a structure that values that. I'm also at Whitworth because I believe in Liberal Arts education, because I believe that whether changing a diaper or roofing a house, I used—and our students will use—the varied disciplines that Whitworth offers."

Tammy Reid, faculty



"Whitworth offers an open and free atmosphere to explore most avenues of life, yet guides from a Christian perspective."

Bruce Hafferkamp, student body president

"I have realized one very important thing here. I can make mistakes without being a failure. It's all a process of learning."

Suzie Drotts is a music major who came to Whitworth because "a small private college could give me the private instruction in voice and the extra time with the instructor that I needed."



"A good time is sitting around playing guitars or going out for Stricks donuts!"

"I have continued my relationship with Whitworth College because I believe in value-based education. By exposing young people to Christian values in the context of an integrated educational experience we have every reason to hope that they will have a positive impact upon society."

Ron Leighton was the student body President during his senior year at Whitworth. He is now a lawyer in the Seattle area and a member of the Whitworth College Board of Trustees.

"I came to Whitworth because I was looking for a small, liberal arts college with a strong academic program, but without the cut throat competition that is prevalent in many schools' pre-med programs."

"There are people who care, who trust me—people I don't want to let down."

"My best friend told me about Whitworth and I came up my first year of college and have been here ever since."



"Study breaks are the crazy times on campus."

"Whitworth is a meaningful place in many, many ways and it is my home—a place that I've belonged to where I've developed so much, and can honestly look back and feel respected and valuable and like someone who does have something to give to this world."

Carol Whitbeck, student

"I have made many friendships here at Whitworth that will be a part of my life as long as I live."

"I came to Whitworth because I was hoping to find academic challenge and excellence within an environment which encouraged deep friendships and an active, aware faith. I'm convinced that our unique triad of human development, faith development, and academic excellence is the best preparation for 21st century Christians."

Van Brink, student

"It's a long road from high school—choosing the right college—sharing the experience and excitement of that college with friends."

"I am excited to be in an environment which deals with the most challenging intellectual questions facing Christianity today where I can do sociological research of immediate value to the society and to the church."

Don Liebert, faculty

During a typical week, Don teaches sociology classes, flies to a small town in Montana to marry a couple of his former students, presides at a meeting of the faculty assembly, and coaches his son's soccer team.

"I don't fear tests the way I used to because there's not as much pressure put on them and as a result, I'm doing better!"

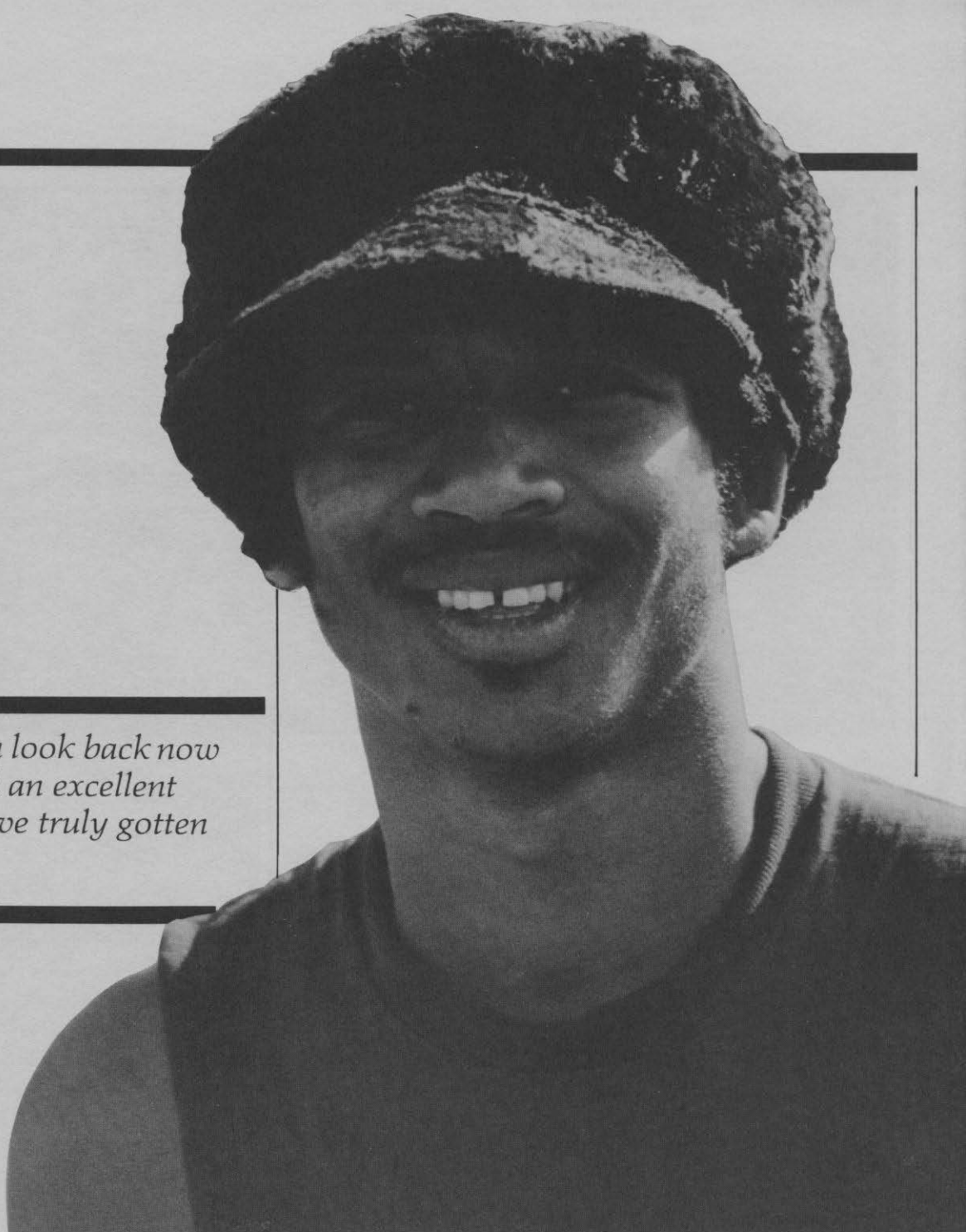
"Whitworth's vision of a Christian mission to the oppressed or needy people of the world has been essential to me in these academic years when so many students can become cynical and lose their idealism."

Janis McLarren, Health
Science student

"It felt so right and I can look back now and say that I have had an excellent education and that I have truly gotten my money's worth."

"This time of my life is filled with creativity and curiosity. With the people I've gotten close to—professors and students and friends—my ability to communicate ideas has sharpened."

Steven Barr,
Student





"Being able to get to know people—learning what they are all about, plus what I am all about—is Whitworth."

"I teach at Whitworth because it is a place where creativity can happen—a place where student and teacher can be artists together."

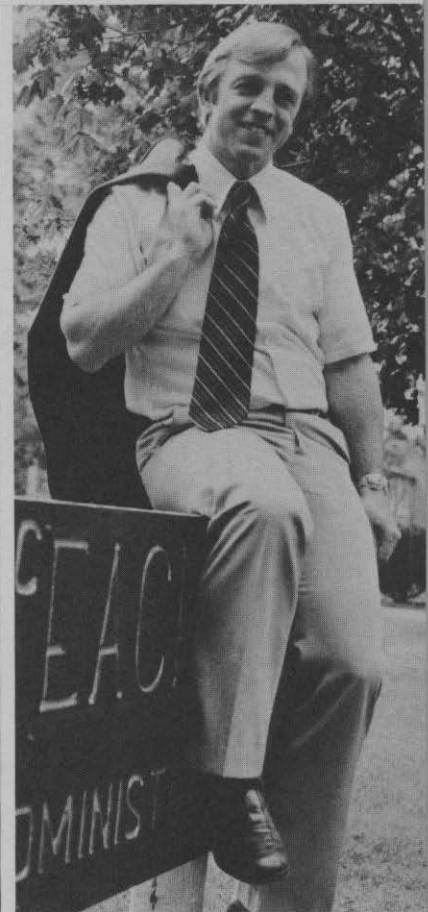
Pauline Haas, faculty

"I've enjoyed the rigor of the psychology department and its competency based program, mostly because it feels good to walk out of a class and know that I've learned the material."

"Not only do the teachers at Whitworth miss you when you're not in class, many of them hand out their phone numbers and several have had me over for dinner or dessert."

Another important ingredient of our style at Whitworth is the creation of a community which is supportive and at the same time allows students the freedom to explore and discover."

Duncan Ferguson, Vice President and Provost of the College.



"I am excited about the atmosphere for personal growth which has happened through the decision making process in the residence halls."

Eileen Hendrick, Resident Counselor

"I remember when I first came to Whitworth as a freshman—I was scared to death."

"At Whitworth, we are educating for a reason—our task is to educate people who will help create a world in which life can be good and meaningful for all people."

"What I have found most satisfying about Whitworth is that I feel challenged to learn not only in an academic sense, but beyond the classroom as well...about my values, lifestyle, relationships...myself."

"I feel uninhibited at Whitworth, there are people who like to be crazy just like me."

"In addition to my knowledge of political science, sociology, and psychology, I've grown tremendously in my awareness about myself, other persons, and God."

Marshall Turner, student

"I like just walking across campus."



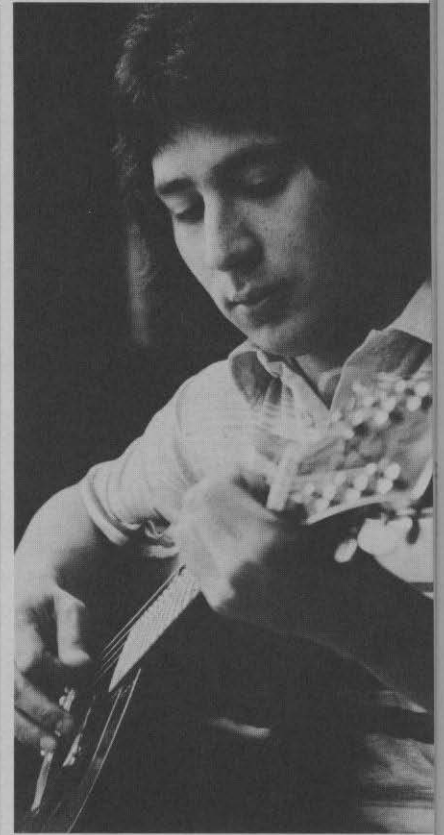
"One thing that I like the most here is that I can set up my own program and be supported by the staff in any off-campus experiences that I want to undertake."

Celia Sheriff has an Area of Concentration (Foods/Business) and works at the Casa Blanca, a Spokane restaurant.



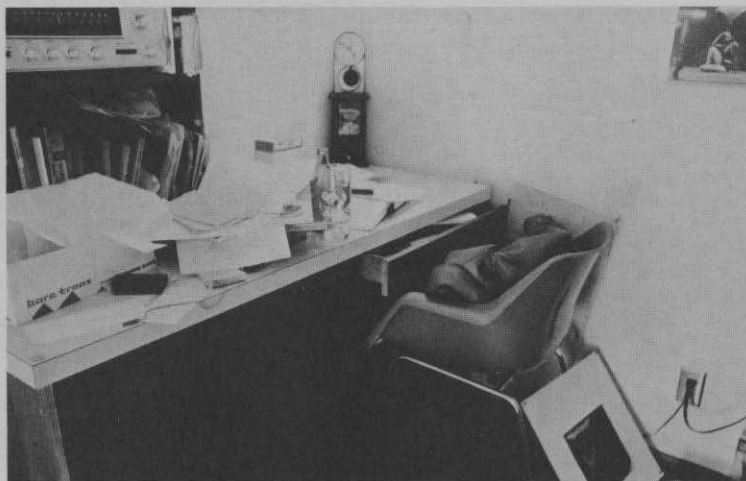
"I have found Whitworth to be everything I was looking for and more. The interaction between students and instructors is great. I've learned more and worked harder for one class at Whitworth than I did in a year and a half at the Junior college. The environment is responsive and personal and definitely stimulating."

Gil Tutone came to Whitworth after spending several years in the Army in Germany and going to a junior college where he was one of 25,000 students. Gil is an English major and works part time in the Business Office coordinating Veteran's programs. He likes being in the Pacific Northwest with its "ideal relief from a large, impersonal, smog-filled environment."



"The atmosphere of the campus, I love it!"

"I didn't participate in varsity athletics in high school so in college I was running for the experience and fun of it, not for great honors. It would have been easy to quit that first season but the tremendous encouragement I received from the coach kept me going."



Perhaps from these quotes and pictures you can begin to understand what Whitworth is. It is a college that brings together on one campus three strong and distinctive features: (1) A liberal studies curriculum clearly based on practical competencies which are important in responsible leadership roles; (2) an open residential environment linked to the academic program and carefully designed to enable students to work through the development tasks involved in becoming mature adults; (3) a faculty of Christian adults whose professional competence challenges students to academic excellence and whose visible faith helps them search out their own values.

Basic to the value system which undergirds the institution is a commitment to the College's theme of Jesus Christ and a dedication to caring about the world and its future. The college understands that the primary reason for educating students is to assist them in

becoming knowledgeable, competent, mature, and sensitive to ways in which they might serve in the world.

The following sections of this catalog will describe the college more fully—the programs, the people and the place Whitworth College.

This section describes the educational programs at Whitworth College. These programs include majors in 22 departments, interdisciplinary areas of concentration, off-campus internships and foreign studies, graduate and lifelong learning opportunities, and career preparation programs.

You may choose a major or career emphasis from the following departments:

Art
Biology
Chemistry
Earth Science
Economics, Business Management and Accounting
Education
English
Health Science
History
Home Economics
Journalism
Mathematics and Computer Science
Modern Languages
Music
Philosophy and Greek
Physics
Physical Education and Recreation
Political Studies
Psychology
Religion

"Academics has been transformed from a passive intake of facts to an active sorting and critical evaluation of the vast amount of opinions and counter opinions thrown at us every day."

Dave Weinman, Student

Sociology Speech and Theatre

Or you may choose an Area of Concentration such as:

The American Experience
Arts Administration
Athletic Training
Basic Science for Elementary Education
Communications and Marketing
Dramatic Arts and Church Ministry

Education for Elementary Teachers

Environmental Studies Health Sciences

Animal Physiology
Health Ministries
Nutrition
Medical Records
Medical Technology
Pre dental Hygiene
Premedical/Pre dental
Preoccupational Therapy
Prephysical Therapy

Industrial Management

International Studies

Music as Religious

Expression

Pre-law

Pre-ministry

Psychological Dimension of Religion and Life

Public Affairs Communications

Public Relations

Quantitative Economics and Business

Religious Communication

Religion and Literature

Religion and Philosophy
Religion and Public Affairs
Religion and Historical Perspective
Social Science
Society in Christian Perspective

Or you may want to design your own area of concentration with the help of your faculty advisors.

You might also want to choose a program that is oriented toward a particular career such as teacher certification for elementary or secondary schools, the degree nursing program offered through the Intercollegiate School of Nursing, or the R.O.T.C. program.

Independent Study, Research, Field Study and Internship opportunities are available in each department in addition to the courses listed on the following pages.

"Where your teacher knows your name and the learning is personal."

ART

"Inspirational, innovative, frustrating, spiritual, crazy, exhausting, perceptive, rewarding"

FACULTY

Robert Crispin, Walter B. Grosvenor, Pauline D. Haas, J. Russell Larson, Carolyn Stephens, Gordon Wilson
Coordinator: Mrs. Haas

COURSES

100 Introduction to Art
101, 201, 301, 401 Drawing
107, 207, 307, 407 Design
174, 274, 374, 474 Ceramics
211 Art in France
221, 321, 421 Painting I
222 Drawing and Painting
225 Lettering
235, 335, 435 Printmaking I
236 Crafts
250, 350 Photography
251 Northwest Indian Workshop
255, 355 World History of Art: Prehistoric to Baroque
256, 356 World History of Art: Renaissance to Modern
264 Jewelry
284 Sculpture



353 Elementary Art Methods
395 Teaching Assistant
470 Senior Seminar

REQUIREMENTS FOR A MAJOR

1. A total of 13 courses in Art
2. Art 101, 201, 107, 207, 255, 355, 221 or 321, 174, 264 or 284, and 470
3. Four electives, and Senior Show or Thesis

AREAS OF CONCENTRATION

Art and Communication
Comprehensive Arts for Elementary Education
Arts Administration

BIOLOGY

FACULTY

Nicolin P. Gray, David L. Hicks, Howard M. Stien
Coordinator: Dr. Stien

COURSES

101 Life Science
102 Human Heredity
103 Human Biology
104 Human Ecology
151 Bioscience
210 Plant Growth
231 Non-Vascular Plants
232 Vascular Plants
244 Vertebrates
245 Invertebrates
303 Plant Taxonomy
305 Ornithology
323 Animal Physiology
327 Biological Techniques
331 Plant Physiology
340 Field Biology
341 Biogeography
343 Symbiosis
345 Environmental Biology
347 Microbial Ecology
349 Ethology
354 Developmental Biology
363 Genetics
412 Biology of the Cell

REQUIREMENTS FOR A MAJOR

Bachelor of Arts

1. A total of eight biology courses and five approved courses in upper division Biology, Chemistry, Mathematics, and Physics.
2. Biology 151, 231 or 232, 244 or 245, 323 or 331.

Bachelor of Science

1. A total of nine courses in Biology, three courses in Chemistry, and two courses in Physics.
2. Biology 151, 231 or 232, 244 or 245, 323 or 331

Areas of Concentration

Environmental Studies
Basic Science for Elementary Education



CHEMISTRY

FACULTY

Robert D. Bocksch, Dana
Harter, Robert S. Winniford
Coordinator: Dr. Bocksch

COURSES

127 Qualitative Analysis
131 Introductory
 Biochemistry
133 Introductory General
 Chemistry
151 Principles of
 Chemistry I
153 Principles of
 Chemistry II
173 Analytical Chemistry
261 Organic Chemistry I
263 Organic Chemistry II
272 Modern Chemical
 Problems
331 Chemistry of Pollution
343 Physical Chemistry of
 Colloids and Surfaces
357, 358 Physical Chemistry
 Lab I and II
371 Biophysical Chemistry
373 Atomic and Molecular
 Structure
383 Physical Inorganic
 Chemistry
408 Advanced Biochemistry
411 Scientific Glassblowing
413 Physiological
 Chemistry
440 Instrumental Analysis
441 Clinical Chemistry
489 Chemistry Seminar

REQUIREMENTS FOR A MAJOR

Bachelor of Arts

1. A total of 7½ courses in Chemistry, 1 course in Mathematics and 2 courses in Physics.
2. Chemistry 131 or 151, 127, 173, 261, 357
3. Three Chemistry electives including 1 Physical Chemistry course
4. Mathematics 110 and Physics 151 and 153

Bachelor of Science

1. A total of 9 courses in Chemistry, 2 courses in Mathematics and 2 courses in Physics.
2. Chemistry 131 or 151, 127, 173, 261, 262, 272 (or other research course), 357, 358 and 2 Physical Chemistry Courses
3. Mathematics 110 and 111 and Physics 151 and 153



EARTH SCIENCE

"You aren't just a number at Whitworth like you might be at a large University. The class sizes are small and the Faculty can give better personal instruction which I feel is very necessary for a successful learning experience."



FACULTY

Glen P. Erickson,
Edwin A. Olson
Coordinator: Dr. Olson

COURSES

- 100 Study Tour:
Introductory Physical Geology
- 110 Seminar: Topics in Earth and Space
- 131 Physical Geology
- 150 Space Age Astronomy
- 160 The Earth in Space and Time
- 222 Minerals and Rocks
- 314 Structural Geology
- 322 Igneous and Metamorphic Petrology
- 325 Physics and Chemistry of the Earth
- 333 Stratigraphy and Earth History

REQUIREMENTS FOR A MAJOR

Bachelor of Arts

1. A total of six courses in Earth Science and six courses in supporting sciences.
2. Earth Science 131, 150, 222, 314, 333, summer field course*.
3. Two courses in Physics, one course in Mathematics, one in Biology, one in Chemistry, and one approved science elective

Bachelor of Science

1. A total of eight courses in Earth Science and eight courses in supporting sciences.
2. Earth Science 131, 222, 314, 322, 325, 333, one elective and summer field course*.
3. Two courses in Physics, two in Chemistry, three in Math, and one in Biology.

*Summer field courses are not offered at Whitworth, but may be taken at another college.

ECONOMICS, BUSINESS MANAGEMENT AND ACCOUNTING

FACULTY

Harry M. Dixon, George E. Weber, William F. Yager.
Coordinator: Mr. Weber

COURSES

105 Business Math
130 Basic Accounting I
131 Basic Accounting II
201/202 Principles of Economics
203 Economics Today
210 Introduction to Business
220/420 Management of Personal Financial Affairs
238 Marketing
240 Business Law
291, 391, 491 Independent Readings and Conference
301 Money and Banking
309 Intermediate Economic Analysis
332 Cost Accounting
334 Intermediate Accounting I
335 Intermediate Accounting II

336 Introduction to Taxation
350 Contemporary Management Issues
351 Economic History of the U.S.
357 Financial Management
373 Personnel Management
374 Principles of Management
376 Principles of Production
412 State and Local Government Finances
415 Macroeconomics
434 Advanced Accounting I
435 Advanced Accounting II
465 History of Economic Doctrines
466 Auditing I

REQUIREMENTS FOR A MAJOR

Economics Major

1. A total of eight courses in Economics and Business, one course in History and two courses in Mathematics.

2. Economics and Business 130, 131, 201, 202, 301, 309, 415, 465.
3. History 351 and Mathematics 175 and 356.

Business Management Major

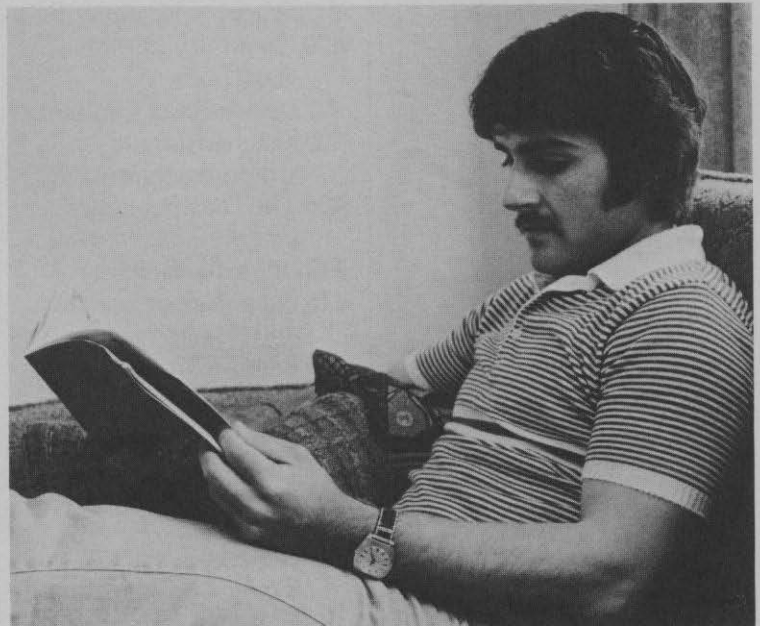
1. A total of ten courses in Economics and Business and 3 courses in Math
2. Economics and Business 130, 131, 201, 202, 238, 240, 332, or 334, 357, 374, 376
3. Mathematics 105, 275, 356

Accounting Major

1. A total of 14 courses in Economics and Business and three courses in Mathematics
2. Economics and Business 130, 131, 201, 202, 240, 332, 336, 334, 335, 357, 374, 434, 435, 466
3. Mathematics 109, 175 and 356

Areas of Concentration

Communications and Marketing
Industrial Management
Quantitative Economics and Business



EDUCATION



FACULTY

Martin B. Faber, Maurice L. Huggins, Peggy Johnsen, Margo Long, Tammy Reid, Tom V. Savage.
Coordinator: Dr. Savage

COURSES

- 205 Modern American Education
- 212 Growth and Learning
- 307 Materials and Methods for Elementary Schools
- 308 Materials and Methods for Secondary Schools
- 332 Learning Resources
- 387 General Methods of Teaching Reading
- 400 Creativity in the classroom
- 401 Principles of Guidance
- 405 Teacher-Parent Communication
- 406 The Disadvantaged Child
- 417 Remedial Reading
- 418 Diagnosis of Learning and Reading Disabilities
- 420 Reading in the Elementary School
- 421 Arithmetic in the Elementary School
- 423 Social Studies in the Elementary School
- 424 General Science in the Elementary and Junior High School

- 426 Language Arts in the Elementary School
- 444 Public Education Law
- 450 Field Experience in Environmental Education
- 451 The Environment As a Teaching Tool
- 461 Educational Measurement and Evaluation
- 463 Classroom Management and Discipline
- 477 Teaching Problems Laboratory
- 478 Introduction to Exceptional Children
- 484 Seminar in Secondary Education
- 487 Introduction to Exceptional Children
- 496 Directed Teaching and Observation, Elementary
- 497 Directed Teaching and Observation, Junior High
- 498 Directed Teaching and Observation, Secondary

REQUIREMENTS FOR CERTIFICATION

1. A major of 13 courses or an 8 course major and a 5 course minor. Elementary teachers may complete a 13 course Area of Concentration. Majors and Areas of Concentration must be approved by the Education department.

2. Education 205 and 212 Additional Requirements for Elementary Certification

1. Education 307, 387, 420, 421, 426, 496, or 497
2. Mathematics 221, and 2 of the following: Music 330, Physical Education 345, Art 353, Education 423, and 424.

Additional Requirements for Secondary Certification

1. Education 308, 332, 401, 461, 484, 497, or 498.
2. A methods course in major
3. History 486 is required for students with majors or minors in History or Social Studies
4. Music majors take music 423, or 433 instead of Education 332 and 461.

AREAS OF CONCENTRATION

Basic Science for Elementary Education
Comprehensive Arts for Elementary Education
Education for Elementary Teachers

ENGLISH

"Imaginative Literature, intellectual pleasure, and creative pursuits leading to meaningful living."

FACULTY

Lewis F. Archer, Laura Bloxham, Phil W. Eaton, I. Dean Ebner, Leonard A. Oakland, Tammy Reid, Clarence Simpson.
Coordinator: Dr. Bloxham

COURSES

103 Development of Writing Skills
105, 106 English as a Second Language
110 Writing I
125 Introduction to Literature
181 Writing College Papers
233 Literature of the Western World
234 Modern European Literature
239 20th Century American Literature
245 Creative Writing
249 Colonial and Romantic American Literature
250 The Movies
251 Modern European Novel
259 American Literature: 1865-1910
262, 362 Bible as Literature

277 American Poetry
301 Exploring Children's Literature
320 Mythology
326 Classic-Romantic English Literature
345 Writing: Poetry
346 Writing: Essay
354 Shakespeare
359 Victorian to Modern English Literature
371 Renaissance
377 Modern Poetry
384 Literary Criticism
388 Structure and Development of the English Language
389 Methods of Teaching English in the Secondary School
395, 495 Teaching Assistant in English Programs
405 Chaucer and Medieval Literature
412 Drama Seminar
416 Teaching Reading in the Secondary Schools
445 Creative Writing
453 Introduction to Linguistics
455 Milton
465 English Novel
485 Teaching Composition in the Secondary School
497 Senior Colium

REQUIREMENTS FOR A MAJOR

Literature Major

1. A total of 12¼ courses in English
2. English 125, 354, 497
3. English electives: two in American Literature, three in British Literature, one January term elective and four additional electives.

Teaching English and a Second Field

1. A total of 9¼ courses in English and 5 courses in a second field selected in consultation with the Education Department.
2. English 125, 354, 388 and 497.
3. Two literature electives including one in American Literature and one in British or world literature
4. Two of the following: English 245, 345, 346, 395, (by permission,) 445

Teaching Language and Literature Major

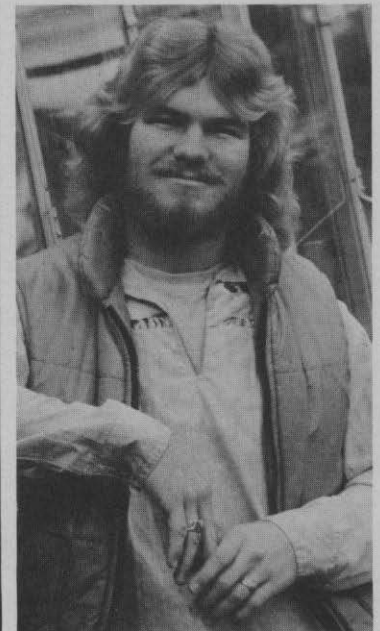
1. A total of 13¼ courses in English and 1 course in Journalism
2. English 125, 345, 354, 387, 388, 389, 416, and 497

3. Three literature electives including two in American Literature and one in British Literature
4. Two of the following: English 245, 345, 346, 395, 445

(Elementary teachers may substitute courses in Creative Dramatics, Children's Literature, Oral Interpretation or Mime for English 416 and 389)

Areas of Concentration

The American Experience
Religion and Literature



HEALTH SCIENCE

FACULTY

Robert D. Bocksch,
Jacqueline L. Fick, Carol
Gavareski, Susan Malm,
Georgene Winniford,
Robert S. Winniford
(Additional faculty
members teach part time
in the department.)
Coordinator: Mrs. Fick

COURSES

100 Orientation
107 Human Anatomy and
Physiology
110 Good Health and How
to Keep it
111 Common Medicines
119 Biophysics
131 Introduction to
Biochemistry
137 Personal Health
Concepts
143 Chronic Disease and
Behavior
204 Microbiology
215 Human Biology in
Transition
220 Human Anatomy
221 Human Physiology
230 Environmental Health
231 Animal Disease and
Public Health
241 Introduction to
Domestic Animal
Health

251 Health and Recreation
275 Community Health
312 The Virus and Disease
315 The Computer in Health
Care
321 Audio Visual Commun-
ication in Health Care
329 Biostatistics
330 Epidemiology
335 Microbiology and
Patient Care
336 The Consumer and
Health
341 Health and Sanitation
357 Health Science
Techniques
361, 362 Pharmacology I, II
373 History of the Medical
Arts
376 Health Organization
377 Dimensions of Health
378 Bioethics
381, 389 Current Problems
in Health Science
379 Readings and Dialogue
in Health
403 Advanced Nutrition
421 Health Science
Colloquium
423 Medical Office
Management
426 Health Insurance
430, 431, 530, 531 Legal
Aspects of Health Care
433 Economics of Health

434 Consumerism in Health
Care
435 Politics in Health
438 Health Facilities
Management
451 Current Concepts in
Human Physiology
457 Concepts of Pathology
495, 496, 497 Research in
Health Science

Areas of Concentration

Animal Physiology
Biochemistry
Degree Nursing Program
through the Intercol-
legiate Center for
Nursing Education
Health Ministries
Medical Records
Medical Technology
Nutrition
Pre dental Hygiene
Pre medical/Pre dental
Pre occupational Therapy
Pre physical Therapy



HISTORY



FACULTY

Homer F. Cunningham,
R. Fenton Duvall, James B.
Hunt, Bruce Murphy
Coordinator: Dr. Hunt

COURSES

- 131 American History
to 1865
- 132 American History
since 1865
- 150 World Military History
- 220 The Ancient and
Medieval Worlds
- 222 The Modern World
- 235 Portraits of America
- 245 Cultural History of
China and Japan
- 325 Latin America
- 345 History of Czarist
Russia
- 351 Economic History of the
United States
- 355 History of Great Britain
- 357 Recent American
History
- 365 Russian History
- 366 History of the Soviet
Union
- 374 The Renaissance and
Reformation
- 377 The Enlightenment
- 400 Contemporary Europe
- 445 Revolution in History
- 455 The Far East in the
20th Century

- 460 The Nature and Teach-
ing of History
- 475 Early American History
- 476 The American
Revolution
- 477 The West in American
History
- 480 The Civil War
- 486 History and Govern-
ment of the Pacific
Northwest
- 487 Ideas About History

REQUIREMENTS FOR A MAJOR

1. A total of twelve courses
in history or eight
courses in history and
five courses in a related
or second teaching field.
2. History 131, 132, 220,
222, and 460 or 487.

Areas of Concentration The American Experience

HOME ECONOMICS

"Preparation for satisfaction in vocational life and home life."

FACULTY

Pam Westbrook, LEEANNE
Reeves, Isla Rhodes,
Gerry Stevenson
Coordinator: Mrs. Rhodes

COURSES

104 Textiles
114 Clothing Construction
131 Food Preparation
167 Weaving
213 Art in Home Furnishings
220 House and its Equipment
260 Child Development
301 Quantity Food
Preparation
315 Flat Pattern and Design
318 Tailoring
360 Family Relations
361 Nutrition
362 Meal Management
365 Applied Home
Furnishings
370 General Nutrition
403 Advanced Nutrition
410 Home and Money
Management
467 Advanced Weaving
470 Demonstration
and Communication
Methods

REQUIREMENTS FOR A MAJOR

1. A total of 11 courses in Home Economics and two in Health Science.
2. Home Economics 104, 114, 131, 213, 220, 260, 360, 361, 362, 410, 470
3. Health Science/Chemistry 131 and one course elected from Health Science 107, 200, 220, 221

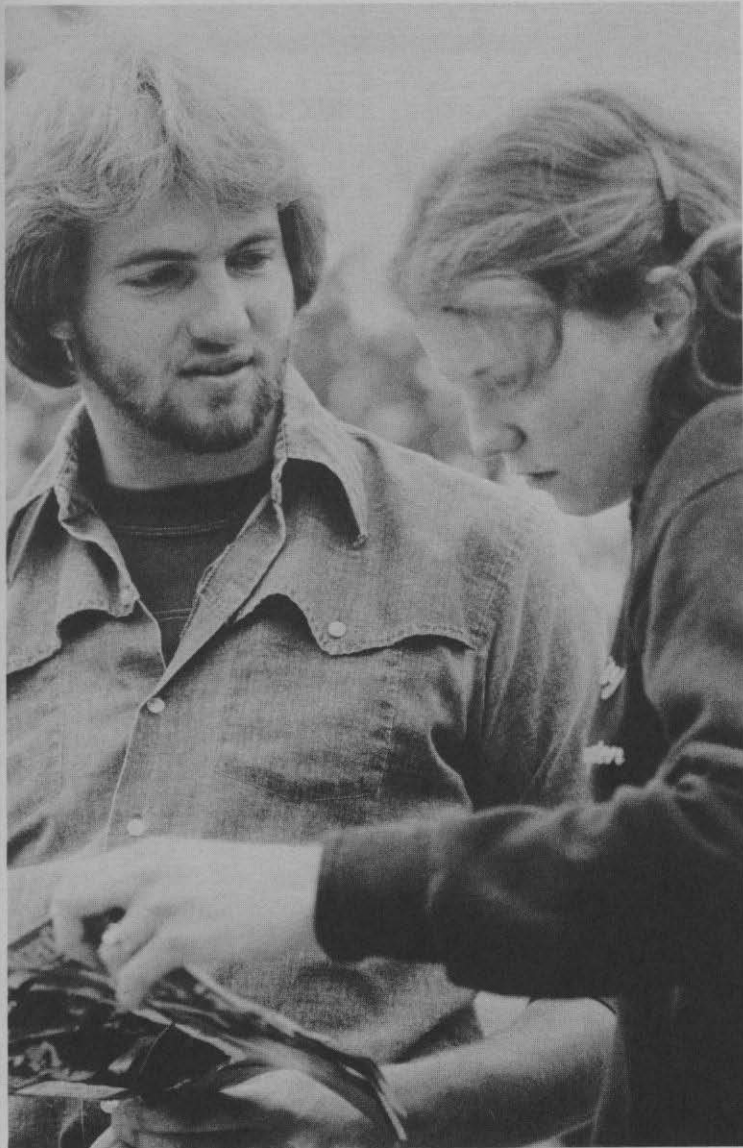
Area of Concentration
Nutrition



"I came to Whitworth because I was impressed by the English and Education departments, as well as its Christian theme. I stay here for these same reasons, but also because of some deep personal friendships among faculty and fellow students. Financial aid has made it economically possible for me to return to Whitworth this year."

Rich Gartland, Student

JOURNALISM



FACULTY

Alfred O. Gray, Linda Sharman (Communication professionals participate as special lecturers and internship supervisors.)
Coordinator: Mr. Gray

COURSES

- 115 Principles of Communication
- 125 Reporting
- 241, 341 Photography
- 242 Editing
- 244 Publicity and Public Relations
- 245, 246 Applied Journalism
- 256 Broadcast Journalism
- 344 Advanced Public Relations
- 347 History and Influence of Communications
- 354 Advanced Journalism
- 356 Mass Media and Society
- 362 Interpretive Writing
- 385 Human Rights and the Law
- 388 Public Affairs Project
- 481 Writing for Publication I
- 482 Writing for Publication II

REQUIREMENTS FOR A MAJOR

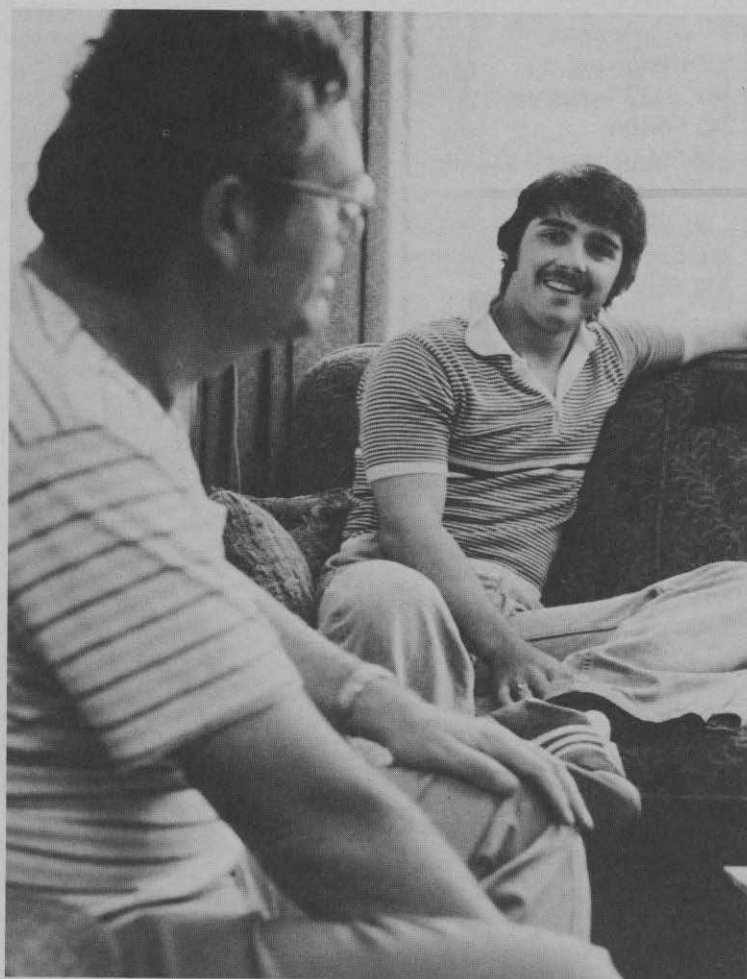
1. A total of nine courses in Journalism.
2. Journalism 125, 242, 347, 356, 362, 481.

3. Two terms of work on a college publication including one upper division.
4. Majors are encouraged to take a second field of five courses in an area related to their vocational expectations. Newspapers-Political Science, Magazines-English, Radio and Television-Speech, Foreign Correspondence-Modern Languages.

Journalism Related Areas of Concentration

Public Relations
Communications and Marketing
Public Affairs
Communications
Religious Communication

MATHEMATICS AND COMPUTER SCIENCE



FACULTY

Deane Arganbright,
Howard R. Gage, Robert
M. McCroskey, John W.
VanderBeek
Coordinator:
Dr. Vanderbeek

COURSES

- 101 Intermediate Algebra
- 107 Basic Concepts in
Modern Mathematics
- 109 Algebra and trig-
onometry
- 110 Calculus I
- 111 Calculus II
- 175 Elementary Computer
Programming
- 210 Calculus III
- 212 Differential Equations
- 221 Theory of Arithmetic
- 273 Advanced Computer
Programming
- 311 Linear Programming
- 330 Linear Algebra
- 340, 341 Advanced Calculus
I, II
- 350 Numerical Analysis
- 356 Elementary Probability
and Statistics
- 365 Modern Geometry
- 373 Data Structures
- 376 Computer Organization
- 421 Methods of Teaching
Secondary School
Mathematics
- 430, 431 Algebraic
Structures I, II

- 456, 457 Mathematical
Statistics I, II
- 481 Topics Seminar

REQUIREMENTS FOR A MAJOR

Bachelor of Arts

1. A total of 9 courses in mathematics and four approved courses with a single theme in a related area.
2. Mathematics 110, 111, 210, 273, 330, 356.
3. Three additional upper division mathematics courses (not including 421)

Bachelor of Science

1. A total of 13 courses in mathematics and four approved courses with a single theme in a related area.
2. Mathematics 110, 111, 210, 212, 273, 330, 340, 341, 481.
3. Four additional upper division mathematics courses two of which must be in sequence at the 400 level.

Area of Concentration
Quantitative Economics
and Business

MODERN LANGUAGES

FACULTY

Diane Bakke, Pierrette
Gustafson, Dan Sanford,
Townsend Shelby,
Hiroko Suenaga
Coordinator:
Mrs. Gustafson

COURSES

FRENCH

- 101, 102 Elementary French
201, 202 Intermediate
French
307, 308 Conversation,
Composition,
and Advanced
Grammar
330 Everyday French
401 Modern French Novel
(sometimes offered in
English)
402 Modern French Drama
409 Survey of French
Literature and Civiliza-
tion to 1800
410 Survey of French
Literature and civiliza-
tion since 1800
485 Seminar

GERMAN

- 101, 102 Elementary
German
201, 202 Intermediate
German
307, 308 Conversation,
Composition
and Advanced
Grammar
409, 410 Survey of German
Literature and
civilization

JAPANESE

- 101, 102 Elementary
Japanese
201, 202 Intermediate
Japanese

SPANISH

- 101, 102 Elementary
Spanish
201, 202 Intermediate
Spanish
307, 308 Advanced Spanish
Composition and
Conversation
401 Modern Spanish Novel
402 Modern Spanish Drama
404 Modern Spanish
American Novel
409, 410 Survey of Spanish
Literature/Survey
of Spanish American

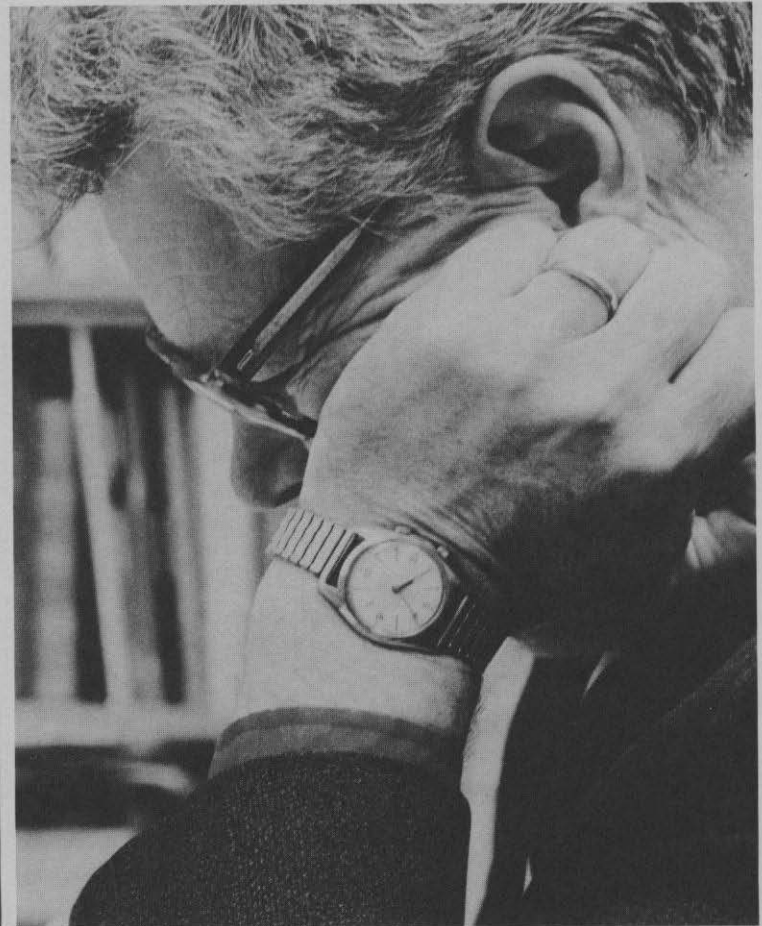
- Literature
413 Seminar
442 Methods for Secondary
Language Teachers

REQUIREMENTS FOR A MAJOR

1. A total of eight courses
in one language beyond
the elementary level.
2. French majors must

include 307, 308, 409
and 410.

3. Spanish majors must
include 307, 308, 409
and 410.
4. Modern Language 442 is
required for students
seeking certification as
secondary teachers.



MUSIC

"an aesthetic dimension of being fully human."

FACULTY

Richard V. Evans,
Sr. Xavier Mary Courvoisier, Donald DeuPree,
Milton E. Johnson, Margaret Saunders Ott, George A. Ross, Thomas T. Tavener, Michael Young, (twenty additional faculty members teach private lessons.)
Coordinator: Dr. Evans



COURSES

- 106 Survey of Music
- 111, 112, 211, 212, 311, 312, 411, 412 Performance Studies: Private Instruction
- 113, 114 Performance Studies: Class Instruction
- 121, 122, 221, 222 Music Theory
- 123, 124, 223, 224 Ear Training Labs
- 181, 182, 281, 282, 381, 382, 481, 482 Ensembles: Choir, Chorus, Concert Band, Instrumental Chamber Ensemble, Jazz Ensemble, Madrigals, Orchestra, Pep Band, Sinfonietta, Quartet
- 257 Conducting
- 315, 316 Recital
- 330 Elementary Classroom Music
- 341 Advanced Choral Conducting
- 343 Advanced Instrumental Conducting
- 348 Piano Techniques
- 350 Music/Education Field Experience
- 361, 362 Music History

- 371 Form and Analysis
- 423 General Music in the Secondary School
- 428 Composition Studies
- 433 Music Education for the Elementary School
- 440 Choral Techniques and Materials
- 442 Counterpoint
- 446 Instrumental Methods and Materials
- 236, 237, 337, 338 Instrumental Techniques: Woodwinds, Brass, String, Percussion

REQUIREMENTS FOR BACHELOR OF ARTS IN MUSIC DEGREE

1. A total of 12½ courses (12-3/4 if recital is taken for credit)
2. Music 121, 122, 221, 222, 123, 124, 223, 224, 361, 362, and 257.
3. A total of 1½ courses in Performance Studies: Private instruction
4. A total of 2 courses in Ensembles
5. Music 341, or 342, 433, 440, and two of the following: 236, 237 or 337 or 338 are required for elementary certification. All Education requirements except Ed 332 and 461 must also be met for all teaching certificates

(See Education sections of catalog).

6. Music 341, 342, 423, 440 and three of the following: (236, 237, 337, 338) are required for secondary certification with vocal emphasis. All Education requirements except Ed. 332 and 461 must also be met for all teaching certificates (See Education section of catalog).
7. Music 341, 342, 236, 237, 337, 338, 423, and 446 are required for secondary certification with instrumental emphasis. Education requirements except Ed 332 and 461 must also be met for all teaching certificates (See Education section of catalog).
8. Emphasis in Performance, Composition, Church Music, Jazz, etc., may be arranged in consultation with advisor.

Areas of Concentration
Arts Administration
Music as Religious Expression

PHILOSOPHY AND GREEK

FACULTY

Norman A. Krebs,
Howard A. Redmond,
Lawrence E. Yates
Coordinator: Dr. Redmond

COURSES

110 Introduction to
Philosophy
216 God and Humanity
221 History of Ancient
Philosophy
232 History of Medieval
Philosophy

241 History of Modern
Philosophy
252 History of Con-
temporary Philosophy
254 Great Ethical Theories
255 Atheistic Existentialism
320 Philosophy of Religion
325 Kant
351 Ethics for a Changing
Society
353 Literature of
Existentialism
366 Philosophy of William
James

367 Am. Philosophy
368 Aesthetics
378 Symbolic Logic
379 Humanity, God, and
History

Greek

201, 301 New Testament
Greek
202, 302 New Testament
Greek
460, 461 Advanced New
Testament Greek

REQUIREMENTS FOR A MAJOR

1. Majors or Areas of con-
centration are arranged
in consultation with
advisor.

"The meaning of being here is related to my professional objectives and my life's ambitions. Being here provides a challenge, academic freedom and an avenue to excellence."

Kaina Waiau, Graduate Student from Hawaii



PHYSICAL EDUCATION, RECREATION, AND ATHLETICS

FACULTY

Jean P. Anderson, A. Ross Cutter, John A. Ecklund, Wayne Evans, David M. Manley, Diana Marks, Paul J. Merkel, Daryl Squires, Peggy Warner (Additional faculty and graduate students teach on a part time basis.)
Coordinator: Dr. Ecklund

COURSES: ACTIVITY

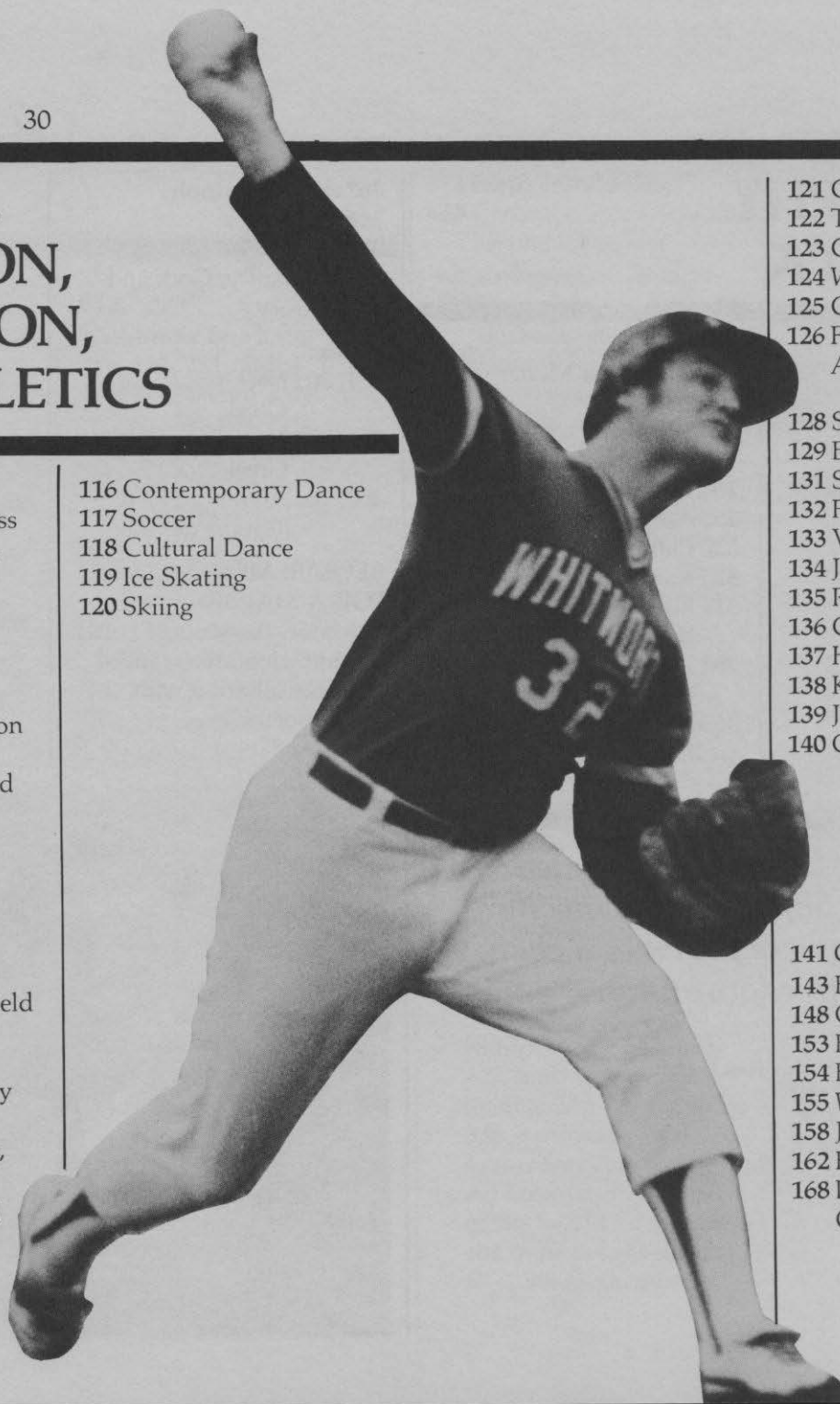
- 101 Varsity Baseball
- 102 Varsity Basketball
- 103 Varsity Football
- 104 Varsity Golf
- 105 Varsity Tennis
- 106 Varsity Track and Field
- 107 Varsity Aquatics
- 108 Varsity Wrestling
- 109 Varsity Crosscountry
- 110 Varsity Volleyball
- 111 Aquatics (Beginning, Intermediate, Advanced, Life Saving)
- 112 Archery
- 113 Basketball
- 114 Slimnastics
- 115 Bowling

- 116 Contemporary Dance
- 117 Soccer
- 118 Cultural Dance
- 119 Ice Skating
- 120 Skiing

- 121 Gymnastics: Tumbling
- 122 Tennis
- 123 Gymnastics: Apparatus
- 124 Weight Training
- 125 Golf
- 126 Foundations of Physical Activities

- 128 Sports Conditioning
- 129 Badminton
- 131 Softball
- 132 Fitness Programming
- 133 Volleyball
- 134 Jogging and Aerobics
- 135 Racquet Ball
- 136 Curling
- 137 Handball
- 138 Karate
- 139 Judo
- 140 Canoeing

- 141 Cycling
- 143 Ballet
- 148 Cross Country Skiing
- 153 Ballroom Dance
- 154 Backpacking
- 155 Wilderness Seminar
- 158 Jazz Dancing
- 162 Fencing
- 168 Dance Performance Class



Physical Education Theory

126 Foundations of Physical Activity

197, 297, 397, 497

Practicum in PE

145 Developmental Games

230, 231, 232, 233

Professional Activities

240 Body Movement and Gymnastics Methods

270 First Aid

275 Theory of Competitive Volleyball

279 History and Principles of Physical Education

310 Organization and Administration of PE

320 Kinesiology (Prerequisite: Health Science 107)

322 Philosophy and Psychological Aspects of Coaching

326 Exercise Physiology

330 Adaptive Physical Education and Recreation

332 Athletic Taping

333, 334, 335, 336

Advanced Athletic Training

341 Sports Officiating

345 Elementary School Physical Ed. Methods

346 Perceptual Motor Learning

350 Methods Seminar: Individual and Dual Sports

351 Methods Seminar:

"I have come to know many of the faculty and staff members personally. This is significant and rewarding to one's academic pursuits."

Team Sports

358 Physical Education Curriculum

361 Curriculum and Methods of Health Instruction

371 Theory and Practice of Baseball

372 Theory and Practice of Basketball

373 Theory and Practice of Football

374 Theory of Track and Field

379 Athletic Training

400 Tests and Measurements in Physical Education

420 Organization and Administration of Intramural and Interscholastic Sports

424 Advanced Kinesiology

430 Sport and Society

465 Motor Learning

475 Motor Development

478 Applied Athletic Training

Recreation

220 Recreation in Contemporary Society

232 Developmentally Disabling Conditions

234 Understanding the Developmentally Disabled

315 Community Recreation

335 Leadership and Programs for the Developmentally Disabled

336 Leisure Counseling for the Developmentally Disabled

354 Practicum in Recreation Field work for the Developmentally Disabled

355 Recreation Leadership

356 Camping and Outdoor Recreation

418 Administration of Recreation

425 Introduction to Recreation Field Work

455 Programming for Special Groups

490 Senior Internship in Recreation

REQUIREMENTS FOR PHYSICAL EDUCATION MAJOR

1. A total of nine and 3/4 full course credits in addition to general

physical education requirements of college.

2. Physical Education 279, 310, 320, 330, 358, 361, 379, 126, 197, 397, 230, 231, 232, 233, 240, 351, and 345 or 350.

3. Elementary Emphasis: Two full courses selected from 145, 346, 400, 465, 475

4. Secondary Emphasis: Two full courses selected from 326, 400, 420, 430, 465.

REQUIREMENTS FOR A RECREATION MAJOR

1. A total of eleven or twelve full course credits depending on area of emphasis.

2. Rec. 220, 315, 356, 481, 490.

3. Recreation Emphasis: Rec. 355, 425, 455, and one course selected from Speech 373 and/or Art 236.

4. Developmental Disability Emphasis: Rec. 232, 234, 335, 336, 354, P.E. 270, and Art 238

Areas of Concentration

Sports Medicine
Athletic Training

PHYSICS

"studies leading to a deeper appreciation of the physical world with its variety of colors, forms and relationships"

FACULTY

Glen P. Erickson,
Edwin A. Olson
Coordinator: Dr. Erickson

COURSES

- 121 Introductory Physics I
- 123 Introductory Physics II
- 142 Basic Physics
Laboratory
- 151 General Physics I
- 153 General Physics II
- 251 General Physics III
- 353 Atomic Physics
- 361 Nuclear Physics
- 363 Thermodynamics
- 371 Optics
- 373 Electronics
- 451 Electricity and
Magnetism I
- 453 Electricity and
Magnetism II
- 461 Theoretical Mechanics
- 471, 473 Experimental
Physics
- 493 Physical Science
Seminar



REQUIREMENTS FOR A MAJOR

Bachelor of Arts

1. A total of eight courses in physics, two courses in mathematics and one course in Chemistry.
2. Physics 151, 153, 251, 353, 363, 451, two electives
3. Mathematics 110 and 111 and Chemistry 151

Bachelor of Science

1. A total of ten courses in physics, four courses in Mathematics and two courses in Chemistry.
2. Physics 151, 153, 251, 353, 361, 363, 451, 453, 461, 472.
3. Mathematics 110, 111, 210, 212, and Chemistry 151, and 173.

POLITICAL STUDIES

"emphasis on public policy, law, and international affairs from a moral perspective."

FACULTY

G. William Benz, Garland A. Haas, Dan Sanford
Coordinator: Dr. Benz

COURSES

- 100 Politics in Society
- 102 The American Political Establishment
- 151 International Relations
- 211 Inside the System
- 221 The American Presidency
- 240 Modern Foreign Governments
- 242 American Political Parties
- 245 Cultural History of China and Japan
- 262 American Diplomatic History
- 275 Cities and States in American Politics
- 293, 294 Political Studies Modules
- 323 Marxism and the Communist World
- 325 History of Latin America

- 326 Latin America in the 20th Century
- 345 History of Czarist Russia
- 353 Just World Order
- 363 American Foreign Policy Since 1945



- 365 American Constitution
- 366 The Soviet Union
- 371 Public Policy and Administration
- 385 American Political History
- 425 The Third World
- 433 European Political Thought
- 434 American Political Thought
- 445 Revolution in History
- 455 The Far East in the 20th Century
- 493 Advanced Constitution
- 380, 480 Field Study

REQUIREMENTS FOR A MAJOR

1. A total of ten courses in Political Studies and four approved courses in related fields.
2. Two courses selected from Political Studies 102, 221, 242, 275, 365.
3. One course selected from Political Studies 151, 353, 363.
4. One course selected from Political Studies 240, 326, 366, 425, 455.
5. Two courses selected from Political Studies 323, 433, 445.

Areas of Concentration
International Studies
Pre-Law

PSYCHOLOGY

FACULTY

William L. Johnson, Patricia A. MacDonald, Robert Sell, Ronald R. Short
Coordinator: Dr. Johnson

COURSES

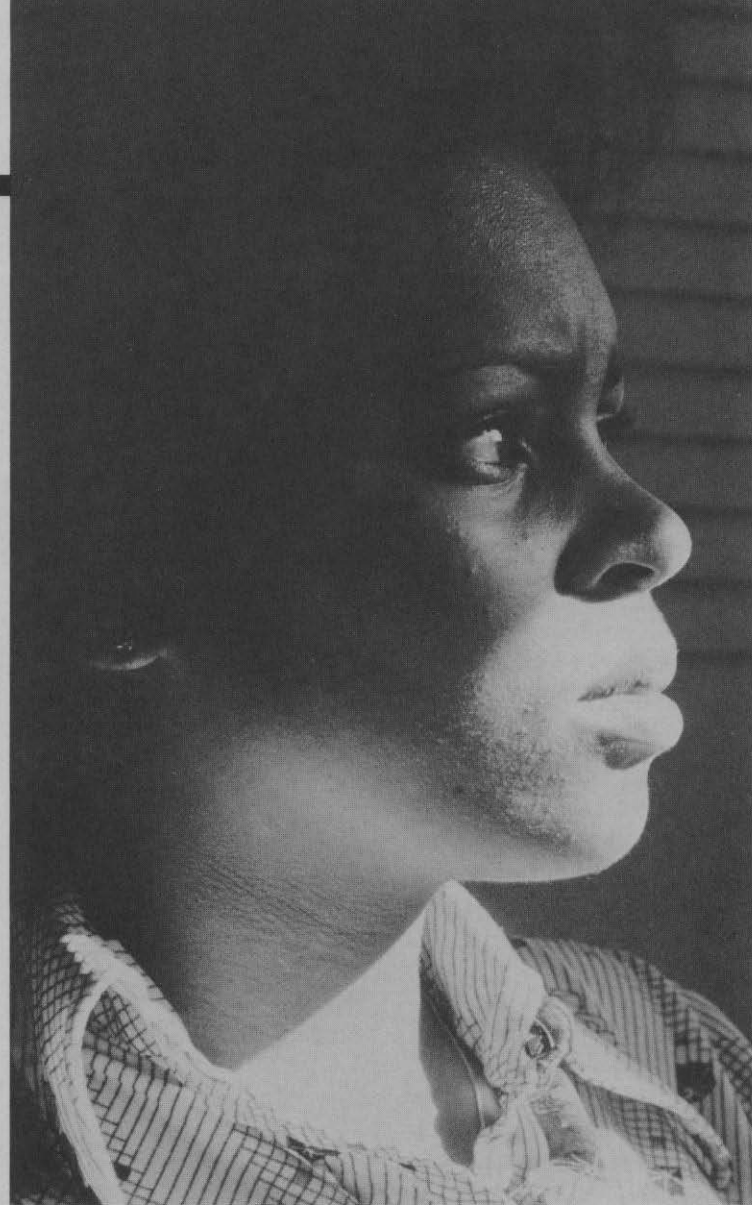
- 102 Contemporary Psychology
250-259 Sophomore Focus Course
350-359 Junior Focus Course
450-459 Senior Focus Course with such topics as: Humanistic Psychology, Psychology of Sport, Psychology of Religion, Psychology of Women
201 Principles of Psychology
210 Developmental Psychology of Behavior
241 Social Psychology
270 Behavioral Dynamics
327 Personality
356 (Math) Elementary Probability and Statistics
359 Abnormal Psychology
362 Experimental Psychology
365 Theory & Practice of Helping Relationships

- 370 Advanced Behavioral Dynamics
375 Advanced Principles of Psychology
383 Theory and History of Psychology
423 Practicum in Psychology
425 The Psychology of Learning
468 Theories of Counseling
499 Senior Research

REQUIREMENTS FOR A MAJOR

1. A total of eleven courses in Psychology
2. Psychology 201, 270 or 265, 326, 383, 375, 423, 425, 499 and Math 356
3. Two courses selected from 210, 241, 327

Areas of Concentration
Psychological Dimension of Religion and Life



"I feel an intellectual challenge here, but also a personal challenge to internalize the concepts I'm learning."

Verginia Eiland, English Student

RELIGION

FACULTY

F. Dale Bruner, Leonard Doohan, Duncan S. Ferguson, Eugene Gottesman, Roger Mohrlang, Howard A. Redmond, Lorraine Robertson, Evelyn Smith, Ronald C. White
Coordinator: Dr. Redmond

COURSES

231, 331 Old Testament Studies I, II
239, 339 The Bible as Literature
241, 341 New Testament Studies I, II
242 Life and Teachings of Jesus
243 Life and Teachings of Paul
245, 345 The Interpretation of Jesus
251, 351 Major Religious Thought
253, 353 Significant Religious Issues
254 Religion in American Life
255, 355 Great Religious Literature
261, 361 Introduction to Christian Doctrine
272, 372 Religions of the World, I, II

281, 381 Chinook Learning Community
282, 382 Religion and Life Theme Dorm
283, 383 Diakonia
284 Concepts and Methods of Christian Education
285, 385 Organization and Administration of Christian Education
319 The Book of Confession of the United Presbyterian Church, U.S.A.
320 Philosophy of Religion
322 Psychology of Religion
324 Sociology of Religion
326 Humanity, God, and History
333 Beginning Hebrew
356 Religion in Contemporary America
363, 463 History of Christian Life and Thought
365, 465 History of the Church
384 Christian Ethics
387 Youth Ministries
388 Christian Education of Adults
389 Christian Education of Children
436 Luther and Lutheranism
440 Calvin's Institutes

457 Contemporary Religious Thought
290, 390, 490 Travel Seminar

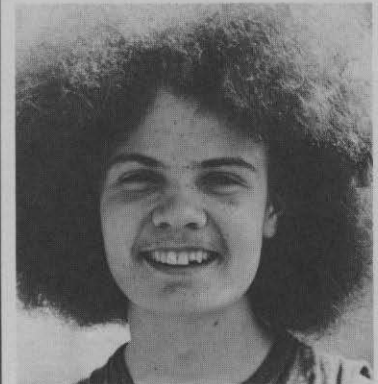
REQUIREMENTS FOR A MAJOR IN RELIGIOUS STUDIES

1. A total of eight courses in Religion and five courses in supportive areas.
2. One course chosen from Religion 320, 322, 324, or 326.
3. One course chosen from Religion 231, 331, 239, or 339.
4. One course chosen from Religion 241, 341, 242, 243, 245, or 345.
5. Three courses chosen from Religion 251, 351, 253, 353, 254, 255, 355, 356, 457, 361, 363, 463, 365, 465.
6. Religion 272 or 372.
7. One course chosen from Religion 380, 281, 381, 282, 382, 292, 392, 492, 283, 483.
8. Ten approved supporting courses chosen from other departments.

Areas of Concentration

Dramatic Arts and Church Ministry
Health Ministries
Pre-Ministry

Psychological Dimensions of Religion and Life
Recreation in the Religious Context
Religion and Philosophy
Religion and Public Affairs
Religion in Historical Perspective
Society in Christian Perspective
Religion and Literature
Music as Religious Expression



SPEECH COMMUNICATION AND THEATRE ARTS

FACULTY

Albert C. Gunderson,
Glen Hiemstra, Pat Stien
Coordinator:
Mr. Gunderson

COURSES

110 Introduction to Public
Speaking
113 Interpersonal
Communication
130, 230, 330, 430 Private
Lessons
140, 240, 340, 440 Rehearsal
and Performance
170, 270, 370, 470 Technical
Theatre; Costume
Design, Lighting
Design, Scene De-
sign, Stage Makeup
180 Introduction to Theatre
223 Small Group
Communication
255, 355 Story Theatre
231 Oral Interpretation
250 Readers' Theatre
262, 362 Argumentation,
Persuasion and
Debate
271, 371 Religious Drama
273 Introduction to Acting
277 Introduction to Mime



279 Voice for the Performer
291, 391 Independent Study
311 Nonverbal
Communication
312 Communication and
Language
322 Advanced Public
Speaking
323 Organizational
Communication
332 Oral Interpretation of
Children's Literature
334 Advanced Oral
Interpretation
337 Oral Interpretation of
Poetry
338 Oral Interpretation of
Biblical Literature
339 Oral Interpretation of
Shakespeare
361 Fundamentals of
Directing
373 Creative Dramatics
374 Children's Theatre
407 Teaching Communica-
tion: Theory and
Practice
476 History of Theatre—
Greek through Medieval
477 History of Theatre—
Renaissance through
Modern
481, 482 Projects in Speech
Communication
and Theatre Arts
494 Seminar in Speech
Communication and
Theatre Arts
335 Drama Choros

REQUIREMENTS FOR A MAJOR

1. A total of ten courses in
Speech Communication
and Theatre Arts.
2. Speech Communication
Emphasis: Speech 110,
113, 494, 262 or 322, 311
or 312, one course
selected from 180, 273,
373, 476 or 477 and one
course selected from 231,
250 or 332.
3. Oral Interpretation
Emphasis: Speech 231,
250, 494, 279 or 335, 273
or 277, 110 or 113, and
one course selected from
337, 338, 339, or 334.
4. Theatre Emphasis:
Speech 273, 361, 476,
477, 494, 231 or 279, 110
or 113.

Area of Concentration
Dramatic Arts and Church
Ministry.

SOCIOLOGY

"A perspective in imagination which enables us to step back from our cramped personal vision of the world in order to view the social forces which influence behavior."

FACULTY

Ronald G. Frase, Frank E. Houser, Donald H. Liebert
Coordinator: Dr. Frase

COURSES

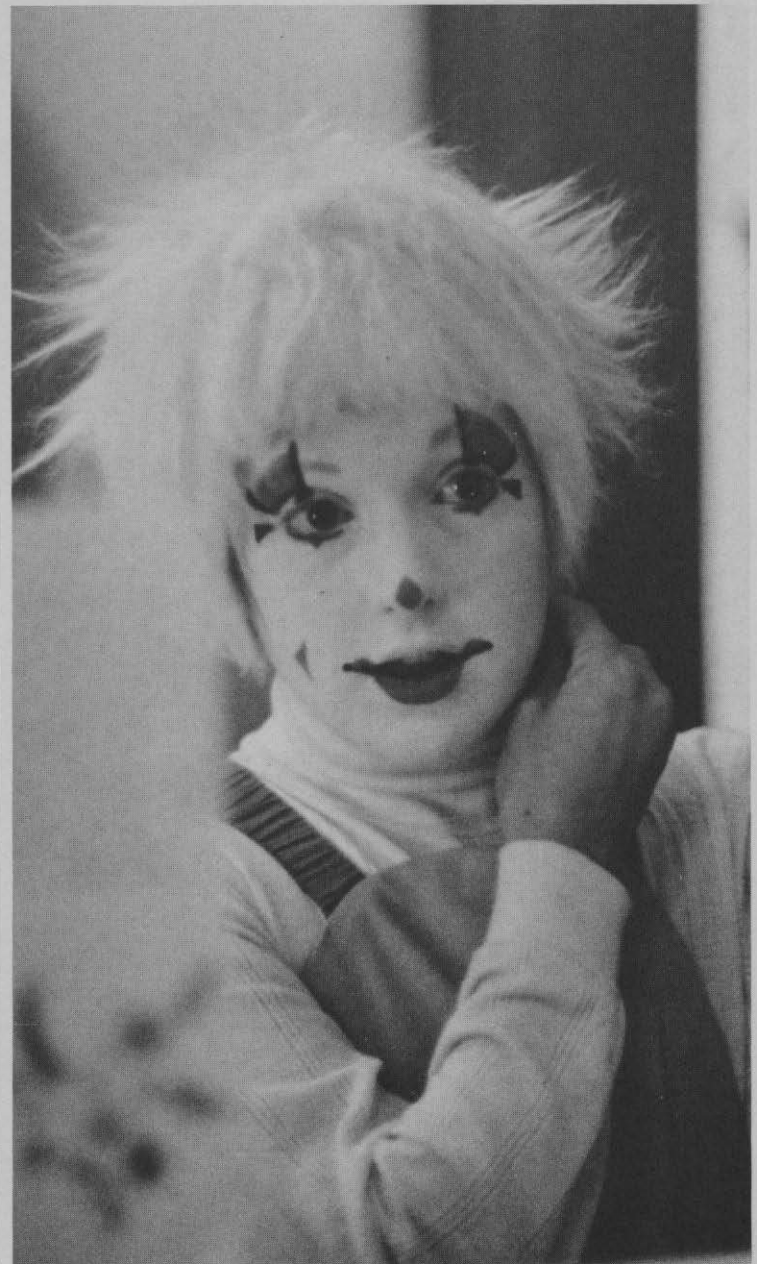
120 Social Reality
212, 312 Story Theatre
227, 327 Contemporary Latin American Problems
223 I Corinthians: The Church in the World
230 Critics of Contemporary Society
250 Deviant Behavior
251, 351 Introduction to Social Anthropology
258, 358 Sociology of Work and Leisure
265, 365 Urban Communities

311 Family
312 Social Problems
322 Political Sociology
343 Sociology of Religion
371 Introduction to Social Welfare
378 Social Theory
379 Social Research
385 Social Stratification
425 Understanding the Juvenile Offender
426 Juvenile Justice System
444 Urban Studies in San Francisco
180, 280, 380, 480 Field Study

REQUIREMENTS FOR A MAJOR

1. A total of eight courses in Sociology, four courses in a related area, and one course in statistics.
2. Sociology 120, 378, 379
3. Mathematics 356 (statistics)
4. Four approved courses selected from Psychology, Political Studies, History and Economics.

Areas of Concentration related to Sociology
Society in Christian Perspective
Social Science



CORE AND FORUM COURSES

The Core Courses

Inter-disciplinary, thematic courses acquaint Whitworth students with the major historical forces which have shaped our patterns of thinking, defined our value commitments, and created the options of behavior open to us today.

Core 150, the "Judeo-Christian Tradition," demonstrates the impact of this tradition in aspects of our culture today, such as our laws and mores, values and priorities, art and literature. The student is challenged to apply some of the great insights achieved within Judaism and Christianity to his or her own world view.

"Core 250, "The Rationalist Tradition," encourages the student to consider the barriers and manifestations of this intellectual tradition and to study the contradictory viewpoints and the implications of these conflicting forces in shaping his or her own approach to life.

The Forum

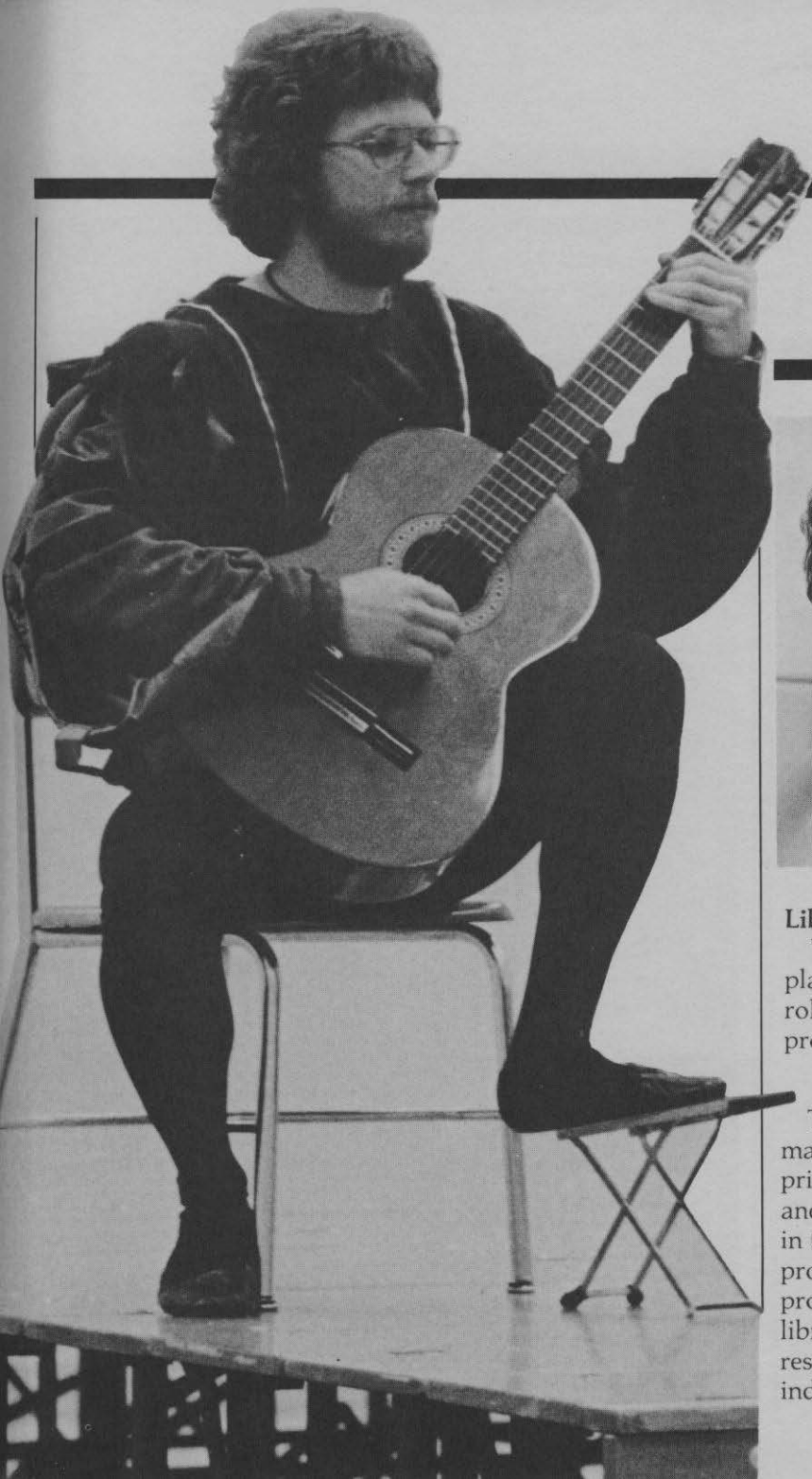
Few colleges have regular occasions for all-college discussion of significant issues. All full-time Whitworth students are enrolled in "The Forum" for academic credit each long term in which they are in residence. Forum brings together the entire college community twice a week. By consciously relating the intellectual perspective to the particular subject matter, the college provides a model for the practical utility of college education. The Forum provides an opportunity for the entire student body to hear important viewpoints of our faculty and well known lecturers, as well as music and other entertainment groups. Because of the college theme, Forum subjects frequently include aspects of Christian theology or the Christian world view.



"The longer I stay here and the more I get involved the more I appreciate Whitworth and everything that being here means for me."

Gloria Wong, student

"Christ is definitely at work in people's lives on this campus."



Library

Whitworth college library plays a central and creative role in the educational program of the college.

The library provides materials in a variety of print and non-print media, and the staff participates in the college teaching program in such ways as providing class sessions, library orientations, research assistance, and individual consultation on

student projects.

Perhaps the most important component of the library atmosphere is provided by the people on the staff who consistently provide friendly, professional service to students and faculty.

Centrally located on the campus, the library houses a balanced collection, totaling more than 75,000 volumes. Additional resources such as musical scores, microfilms and documents are also available while interlibrary loan system makes resources from other libraries available to Whitworth students. The library is a member of the Washington Library Network which extends the resources of the library by helping in the location of materials throughout the region.

OFF-CAMPUS AND FOREIGN STUDY PROGRAMS

At Whitworth we believe that the liberal studies programs relate directly to environments, problems, and actions in the world beyond the campus. Off-Campus and foreign studies programs are designed to link knowledge gained in the classroom with the knowledge gained through an alternative, educational environment.

Some of the options are listed below.

Individual Internship/Field Study

This learning experience places students in a variety of organizations, agencies and businesses for short-term work opportunities. It may be done any time of year and may take place in Spokane or any other location where arrangements can be made.

Some examples of internship locations are:

Public Defender's Office,
Spokane

Colville Indian Reservation
Health Services,
Wellpinit, WA

Foster Care Caseworker's
Office, Spokane

Recreation Center for the
Handicapped, San Francisco

St. John's Presbyterian
Church, Berkeley

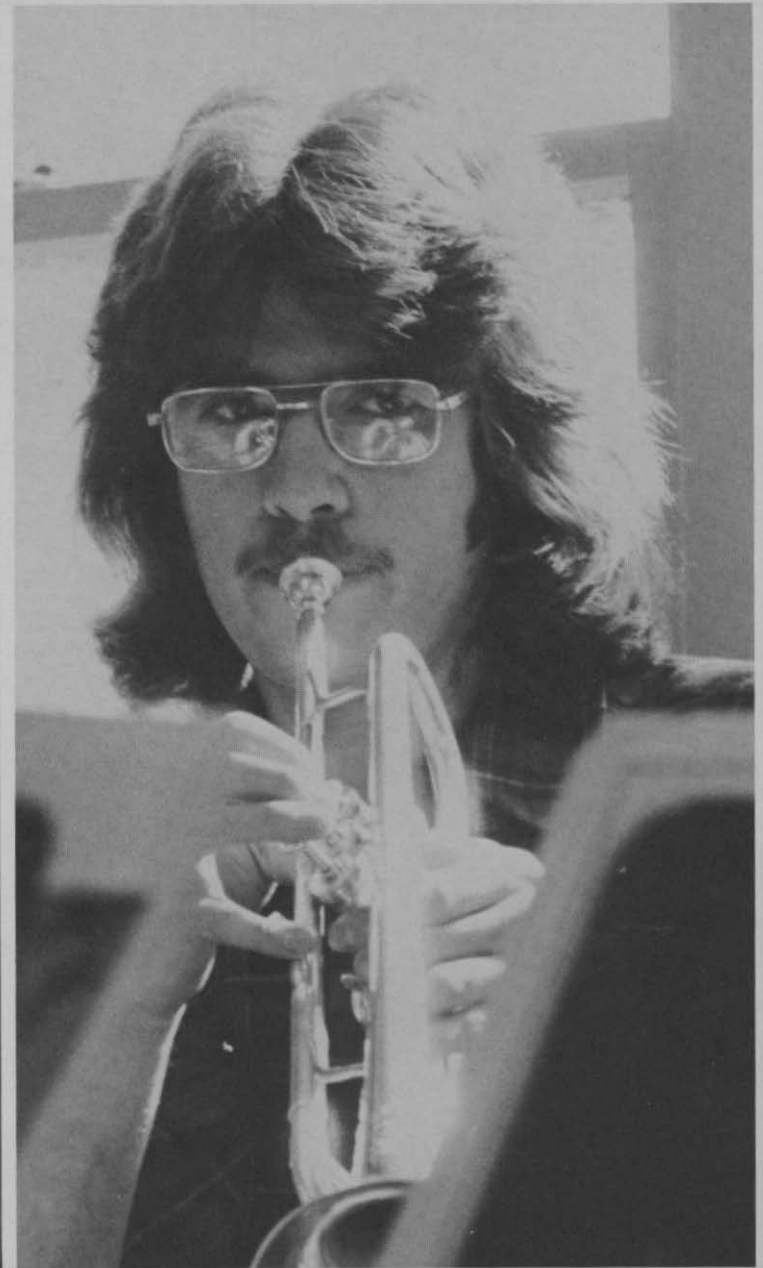
San Francisco de Young
Museum

Common Cause, Olympia
Skid Row Community

Council, Portland

January Term in San Francisco

During the January term, a group of 30-40 students and several faculty study, work, and live in the heart of San Francisco. Students can either take courses taught by Whitworth faculty on topics relevant to the city or they can participate in individual internship/field studies.



San Francisco Urban Term

This program is offered cooperatively with Westmont College during the fall and spring term. The term is designed for learning about the urban environment by being in it and consists of a 3-day-a-week field placement and a 2-day-a-week seminar.

Foreign Studies

Whitworth's foreign studies program provides the opportunity for students to live and learn in other cultural settings. As a result of this type of learning, students acquire understandings which help to form their value systems, priorities and commitments. Programs are for either individuals or groups and are typically located in the areas of the Mediterranean,

Western Europe, Soviet Russia, Northeast Asia, and Latin America.

One term each year, a group of Whitworth students studies at a Whitworth mini-college in a foreign country. Recent and projected locations include France, Russia, England, and Scotland, Guatemala and South America. Hong Kong and shorter study tours are arranged during the one month January and May terms. Some of the foreign study opportunities for individuals are listed below:

Coventry Cathedral
Center of Studies in
Birmingham, England

Keimyung University
Exchange in Korea

Cross Currents Seminar
in Stuttgart, Germany

"Semester at Sea" aboard
the S.S. University

Individual study in
foreign institutions

CAREER AND LIFE PLANNING

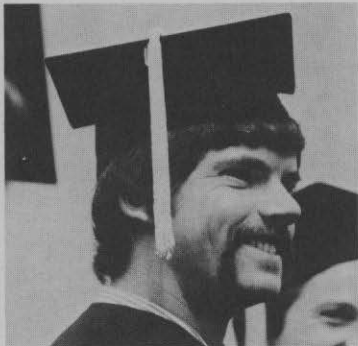
Career and Life Planning

Planning for your life after college is an important aspect of the years you spend in college. The choice of a career should flow out of the self understanding that develops as a result of the total college program. The Career and Life Planning program assists students in values clarification and in the setting of life goals so that they will know how they want to invest their lives. Career seminars, workshops, the Career Resource Center and the Placement Office help students plan for their future.

In addition to their liberal studies programs many students also pursue programs in a variety of pre-professional and pre-career fields. Some of these programs are listed below.

Teacher Education

Whitworth has a teacher-training program leading to both elementary and secondary certification. These certification programs are approved by the Superintendent of Public Instructions for Washington State. Programs for elementary and secondary teaching at the baccalaureate level are also accredited by the National Council for Accreditation of Teacher



"The classes are small enough so that you have the opportunity to get to know your professors as people who have struggles and joys, just as we do."

Lisa Gruenfield, freshman

"The things I remember are the things I can see and experience—the things I hear or read I seem to forget more quickly."

Education. A high percentage of certified graduates (70-88%) are placed in teaching positions each year through the college's Teacher Placement Office.

Medical Health Careers

Whitworth has designed a number of Areas of Concentration which lead to careers in Health services. One of the outstanding programs available to our students is the Intercollegiate Center for Nursing Education. Students from four colleges, Washington State University, Fort Wright College, Eastern Washington University and Whitworth College, attend the center during their junior and senior years. A wide variety of field and hospital experience

is provided through the professional preparation offered at the Center. Construction of a new multi-million dollar center is presently underway in downtown Spokane.

Business Careers

The options in the Economics, Business Management and Accounting Departments provide the basic education for a variety of career possibilities in business.

ROTC

Whitworth students may elect to spend several years as officers in the military service following graduation. The volunteer Army's new ROTC program for both men and women students emphasizes a

number of competencies required for military and civilian leadership and management roles. Students enrolled during the first two years of college have no military service obligation. At the end of the sophomore year, students may apply for advanced study which provides a monthly stipend for the last two years and several options for fulfilling the military service obligation upon graduation. Academic courses taken in the ROTC program provide regular credit toward graduation.

Programs beyond the bachelor's degree are also available at Whitworth College.

GRADUATE STUDIES AND LIFELONG LEARNING

Graduate Studies

The Whitworth graduate program has been planned to meet the needs of edu-

cators, guidance personnel, Church leaders, and a wide variety of other professionals. The college offers

"To share the experience and excitement of college with friends."

the Master of Education, the Master of Arts in Teaching, the Master of Arts in Applied Behavioral Science, Master of Health Sciences, and the Master of Arts in Religious Studies degrees.

Certification and credentialing include options in teaching, counseling and guidance, reading resource specialization, and administration.

The Master of Arts in Applied Behavioral Science trains practitioners to deal more effectively with people and to facilitate other individuals, groups, and organizations in the roles of members, leaders and consultants.





Lifelong Learning

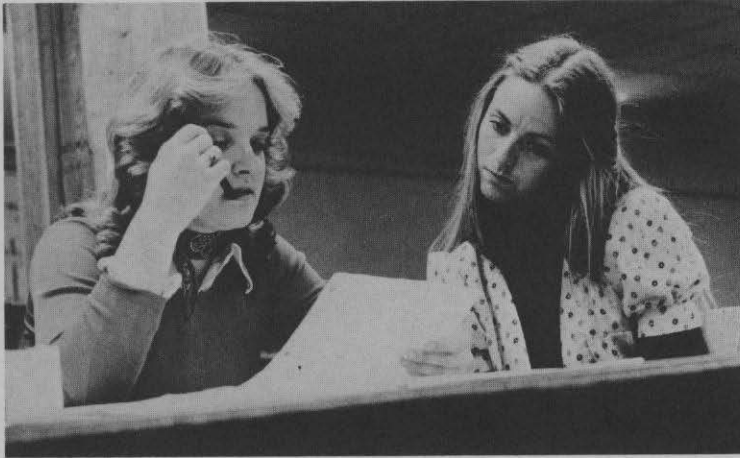
Both degree and enrichment programs are designed for students of all ages. Programs such as "Women in Transition," a program which offers seminars and discussions on the changing roles of women in society enable women of all ages to take a look at the college scene and determine ways they can productively and creatively use their talents, interests and energies.

Programs have also been developed for practicing health professionals who wish to earn degrees through the evening school. In many of these specialized programs, academic credit is granted for previous

education. Arrangements can be made to allow the candidates to complete degree work on a part-time basis in a minimum period of time.

The Whitworth Institute of Ministry held each summer provides continuing educational opportunities for ministers and their families.

These programs are examples of the variety of learning experiences which are available at Whitworth. Many of these programs and courses are offered in evening school and summer school programs. Additional information is published in the *Graduate Bulletin* and in the *Summer School and Evening Bulletins*.



Philosophies and Goals of Whitworth's Educational Program

We believe that education must lead beyond content to competency and maturity. The components of Whitworth's educational philosophy are described here because they are the foundation of the kind of education one can expect to receive at Whitworth.

1. College is an experience designed to *prepare students for the future*. The college curriculum and program allow students to live and learn now the knowledge

and perspectives which will provide competencies for leadership in the world of today and the future.

2. Undergraduate education today depends upon the *responsibility and initiative of the student*. Whitworth College is designed for students whose motivation includes significant intellectual growth and development. Our academic program and our community as a college depend upon the integrity and purpose of the individual student.

3. The academic program allows students to *start where they are*, in terms of their interest in the world of today, and leads them into academic disciplines. The typical survey or intro-

ductory course is not required before matters of relevance and social concern are considered.

4. Graduates will know one area of knowledge in *depth*. College education as a whole provides *breadth*, but the major or area of concentration provides depth in an academic discipline, a theme, or topic of importance.

5. Students will receive *more evaluation* of their academic work, not less. The single most significant element of the faculty responsibility is to provide continuing and comprehensive feedback to their students. A professor knows each student as an individual and communicates to each student an evaluation of his or her academic progress.

6. Academic excellence requires a healthy balance

of *involvement in society* along with intellectual inquiry. Students are not sheltered from the exciting and perplexing world of the present or the future. Students are engaged in academic studies which go far beyond the campus.

7. Content knowledge is a basic means to the goal of liberal education, but not the goal itself; the goal is a *balanced development of the person*. We will not sacrifice personal, social, and spiritual growth in the process of intellectual growth, for each is indispensable to the other. Academic growth develops best in concert with personal responsibility, maturity, sensitivity, integrity, and commitment.

8. Christian higher education requires the *open and liberal pursuit of truth*. While maintaining a committed Christian faculty,

"Whitworth is a place and community of people which stimulate growth in freedom and responsibility. Whitworth has been a home from which I've grown into life."



our campus is genuinely open to representatives of other religions and other conflicting ideas so that our students will not be sheltered in their college education. Respect is shown students who have very different beliefs and values.

9. *The commitments and values of faculty members are not hidden.* Open expression of personal values by the faculty is insured so that students can evaluate, agree, and disagree in a spirit of freedom and dialogue inherent to academic pursuit. The classroom remains an appropriate place for intellectual knowledge to be applied to practical and controversial issues.

Academic Goals

1. Knowledge of the important academic studies and issues dealing with the future of our society and the world.

2. Intellectual breadth gained from significant participation in the humanities, applied studies, fine arts, social sciences, behavioral sciences, life and physical sciences.

3. In-depth knowledge of at least one undergraduate academic discipline or area of intellectual knowledge.

4. Communication skills including writing, speaking, listening and reading.

5. Ability to locate and synthesize information.

6. Ability to apply knowledge, value judgments and critical thinking skills to the solution of problems.

7. Ability to understand and apply basic analytical-mathematical operations/scientific theory.

8. Awareness of one's own values, the relationship between values and behavior, and the process by which value commitments are made.

9. Awareness of the contrasting values of at least one other culture.

10. Understanding of the process of personal and social development and of the activities that contribute to continued individual growth.

11. Appreciation for the importance of personal health, and the development of a personal program of exercise and recreation that can be maintained throughout life.

12. Understanding of the development of civilization, including the historic role of Christianity.

13. Understanding of the Christian faith, its potential for changing lives, and its relevance to the world of today and the future.

14. Awareness of the problems and issues concerning human rights.

from the natural science division.

3. *The Forum.* Each long term a student is in residence, he or she is enrolled in the all-college academic course entitled "The Forum." This course meets twice a week and provides the entire college community a means of examining and discussing the prominent issues of our time.

"For people who want to be involved instead of lost in the shuffle, there is plenty being offered at Whitworth."

College Graduation Requirements

All of the courses required for graduation relate directly to our goals:

1. *Depth in One Area:* Students must complete: (1) a major in an academic discipline, or (2) a sequence of courses focused on a theme or topic constituting an area of concentration.

2. *Breadth.* All students complete a course in the humanities, fine arts, social sciences or behavioral sciences, and two courses

4. *The Core Courses.* A focus on our own culture and heritage with specific reference to the Judeo-Christian tradition and the rationalist tradition.

5. *The Communications Option.* A student demonstrates skills in communication in virtually every course offered by the college, but specific ability is required in a writing or speech course.

6. *Off-Campus and Foreign Language.* One off-campus learning experience and two courses or equiva-

lent competence in a foreign language provide students with insights into the worldview of other peoples, a key element in liberal education.

7. *Biblical Literature.* One course based on a portion of the Bible is an essential part of higher education at Whitworth.

8. *Physical Education.* A wide variety of health and sport activities is offered and each student must take foundations of P.E., physical fitness exam, and demonstrate skill in three recreational activities.

9. *Academic Achievement.* To receive a bachelor's degree, a student must complete 37 full courses (185 quarter or 123-1/3 semester hours) plus physical education with an average grade of C or better. Twelve courses must be upper division. Eight and one half courses are required to establish residency, and the last term senior year must be in residence. All students must clear the college writing skills requirement.

Academic Credit and Evaluation

One course credit is equivalent to 5 qt. hours or 3-1/3 semester hours. Some courses receive half or one quarter course credit. Specific information about each course is included in the *Catalog Supplement*.

Evaluation of course work is made in a variety of ways depending on the nature of the course. Early feedback is given to students so that there is opportunity to improve performance in courses. Final letter grades are given in most courses but some departments use written evaluations in lieu of letter grades. Students may choose to take one pass/no credit course each year that they are in residence. Core courses, Education courses and courses included or required for majors cannot be taken pass/no credit.

"As a Senior Resident Advisor, I can especially appreciate the community goals that Student Development has strived for with its self-governing residence hall program."

STUDENT DEVELOPMENT PROGRAM

Student Development Programs support and supplement the academic program by fostering the many kinds of growth and personal learning which can be part of the college experience. Whitworth is convinced that college isn't

just for preparing for careers but also preparing for all of life—becoming people who enjoy being alive, people who welcome rather than shrink from the challenges of our complex world, people who have the inner resources and values to creatively respond to whatever situations they encounter.

Several assumptions are associated with our student development process. First, we assume that all individuals, regardless of age, are in a lifelong process of development. Many factors, including personal history, successes and failures, interests and aptitudes, family and peer group relationships, and goals and aspirations contribute to the development. Accordingly, where a particular individual is at the time he or she enters Whitworth may vary widely.



We also believe that growth is enhanced when we have a model to use to pattern and compare our own development. We believe that Jesus Christ is the model of the fully developed whole person—the One who was able to give and receive love most fully, perceive people and the world most clearly, and welcome rather than resist change. Therefore, a relationship with Christ may have a particularly important effect on an individual and may provide a special resource for love, for wholeness and for change.

A third assumption underlying our emphasis on student development is that each student is a unique and valuable person. We discourage students from following a narrow conformism, and we are accepting of a wide diversity of lifestyles, values and personality structures. Whitworth strives to be a community of differences.



THE CHRISTIAN THEME

Christian communities come in many shapes and sizes. Whitworth's mandate is to be a liberal arts residential college where freedom and diversity accompany an enthusiastic commitment to Jesus Christ. As a college community, we seek to affirm by thoughtful inquiry and responsible action the Biblical and historic faith proclaimed by the church, that in Jesus Christ, God was reconciling the world to Himself. We believe Jesus Christ is God with man, the eternal Son of the Father. He became man and lived among us, died on the cross and was raised to fulfill the work of reconciliation.

Whitworth is open to all who honestly seek for the

truth. No student is asked to assent to a theological or ethical creed, but all who come here are to know of Whitworth's own commitment to the Christian faith. Not all students come or leave with this commitment as their own, but we believe that every student should have an opportunity to seriously consider the Christian faith during his or her college years. For students who stand within the Christian community, college here can be years when faith is broadened and deepened.

Each term, more than twenty Bible study groups meet in the residence halls. The Fall Conferences and

other specialized conferences occur throughout the year. Focus Days, the Hunger Task Force, and the pre-ministry program are among the other activities that involve numerous students.

The linking of personal faith and social concern is perhaps the most important synthesis occurring in the college years at Whitworth. For example, each summer students go out under the Diakonia program to serve in places like Northern Ireland, the Cameron House in San Francisco, the Voice of Calvary Ministries in Jackson, Mississippi, or a hunger project in Hawaii.

The importance of Christian life at Whitworth goes far beyond traditional concepts of campus ministry. Students are encouraged to take responsibility for their own spiritual growth within the context of a supporting and caring Christian community.

We believe that Whitworth's Christian theme provides a cornerstone for a liberal studies education, an ideal preparation for responsible competent leadership.

"I think this experience was one of two which affected my life the most..."

Donna Cool, English Teaching Student in Japan

"I had originally transferred to Whitworth from a larger University in the East in the hopes of finding a 'genuine, small college experience.' At Whitworth I received more than I'd bargained for. It has been instrumental in preparing me for my future."

Sharon Jones, Student Psychology Major

STUDENTS

"Part of Whitworth's academic excellence is due to its faculty. I've never before found so many caring teachers in one school!"

Verginia Eiland, student



Whitworth Students come from diverse areas of the country and the world.

About 18 percent of Whitworth students are from Spokane, another 28 percent from other areas of Washington, 26 percent from California, 5 percent each from Hawaii and Oregon, 3 percent from Colorado, 13 percent from 35 other states, and 2 percent from 16 other nations.

Enrollment Fall	1977
Freshmen	452
Sophomores	353
Juniors	274
Seniors	243
Graduates	153*
Evening	310*
	1785

*many graduate and evening school students are part time.

Degrees are awarded to over 300 students each year. About 80 percent are bachelor's degrees and the remainder are graduate degrees. The college has granted more than 7,500 degrees in its 86-year history.

"My parents were leaving that afternoon, my roommate wasn't here yet, and I didn't know anyone."

"What makes a college is dedicated people... I guess I'm one of them too, aren't I?"

Carol Whitbeck, Student

"If I fall short of my goal there are people here to pick me up and get me moving again."

Susan Lonborg, student

"The warmth and openness of the faculty originally attracted me to Whitworth."



FACULTY:

There are 67 full-time faculty members, with 45 holding earned doctorate degrees. About 40 other persons teach part-time.

Edward B. Lindaman, Sc.D.

*Chapman College; D.H.L.
Tarkio College; President*

Jean P. Anderson, Ph.D.

*University of Minnesota,
Associate Professor of
Physical Education*

Lewis F. Archer, Ph.D.

*Drew University,
Professor of English*

Deane Arganbright, Ph.D.,

*University of Washing-
ton, Associate Professor
of Mathematics*

G. William Benz, Ph.D.,

*Tufts University, Profes-
sor of Political Studies*

Laura Bloxham, Ph.D.,

*Washington State Univer-
sity, Associate Professor
of English*

Robert D. Bocksch, Ph.D.,

*University of Wisconsin,
Professor of Chemistry*

F. Dale Bruner, Th.D.,

*University of Hamburg,
Professor of Religion*

A. Ross Cutter, Ed.D.,

*University of California,
Berkeley, Professor of
Physical Education*

Donald D. DeuPree, Ed.D.,

*Northern Colorado Uni-
versity, Dean of Graduate
& Continuing Studies and
Associate Professor of
Music*

Harry Dixon, Ph.D.

*University of Illinois,
Professor of Business
and Economics*

Philip W. Eaton, Ph.D.,

*Arizona State University,
Associate Professor of
English*

I. Dean Ebner, Ph.D.,

*Stanford University,
Professor of English*

Glen P. Erickson, Ph.D.,

*Columbia University,
Professor of Physics*

Richard V. Evans, D.M.A.,

*University of Oregon,
Associate Professor
of Music*

Martin B. Faber, Ed.D.,
University of Wyoming,
Associate Professor of
Education

Duncan S. Ferguson, Ph.D.,
Edinburgh University,
Vice-President and
Provost, Associate
Professor of Religion

Jacqueline F. Fick, M.S.,
Marquette University,
Associate Professor of
Health Science

Ralph Franklin, Ph.D.,
Northwestern University,
Director of Library and
Associate Professor

Ronald G. Frase, Ph.D.,
Princeton Theological
Seminary, Associate
Professor of Sociology

Howard R. Gage, Ph.D.,
University of Oregon,
Associate Professor of
Mathematics

Alfred O. Gray, M.A.,
University of Wisconsin,
Professor of Journalism

Nicolin P. Gray, M.S.,
University of Washing-
ton, Professor of Biology

Walter B. Grosvenor,
M.A.T.,
University of Washing-
ton, Associate Professor
of Art

"Everything about it—faculty, staff, students, programs—seems to encourage my growth as a person. I am challenged with different opinions or values and I am encouraged to deal with these in order to know myself better and establish my own values."



Albert C. Gunderson, M.A.,
University of Washing-
ton, Associate Professor
of Speech Communica-
tion and Theatre Arts

Pierrette C. Gustafson,
M.A.A.B.S., Whitworth
College, Assistant Profes-
sor of Modern Language

Garland A. Haas, Ph.D.,
University of Washing-
ton, Professor of
Political Studies

Pauline D. Haas, M.F.A.,
Indiana University,
Associate Professor
of Art

David L. Hicks, Ph.D.,
University of Georgia,
Associate Professor of
Biology

Glen Hiemstra, M.S.,
University of Oregon,
Instructor in Speech
Communication and
Theatre Arts

Frank E. Houser, Ph.D.,
Columbia University,
Professor of Sociology

L. Maurice Huggins, Ph.D.,
University of Idaho,
Assistant Professor of
Education

James B. Hunt, Ph.D.,
University of Washing-
ton, Associate Professor
of History

Milton E. Johnson, Mus.D.,
University of Dubuque,
Professor of Music

William L. Johnson, Ph.D.,
University of Oregon,
Associate Professor of
Psychology

Norman A. Krebs, Ph.D.,
University of Washing-
ton, Associate Professor
of Philosophy

Robert Lacerte, Ph.D.,
Case Western Reserve
University, Librarian,
Assistant Professor

J. Russell Larson, M/Ed.,
Whitworth College,
Associate Professor
of Art

*"Some of my best friends
are students."*

Kenneth Leonard, M.Ed.,
*Eastern Washington State
 University, Assistant
 Instructor of Economics
 (on leave)*

Donald H. Liebert, Ph.D.,
*Princeton Theological
 Seminary, Associate
 Professor of Sociology*

**Patricia A. MacDonald,
 Ph.D.,** *University of
 Rochester, Professor of
 Psychology*

David M. Manley, M.A.,
*Portland State Univer-
 sity, Assistant Professor
 of Physical Education*

Diana C. Marks, M.Ed.,
*Whitworth College,
 Associate Professor of
 Physical Education*

**Robert M. McCroskey,
 M.S.,** *University of
 Missouri, Assistant
 Professor of Mathe-
 matics and Computer
 Science*

Paul J. Merkel, M.Ed.,
*Whitworth College,
 Associate Professor of
 Physical Education*

Roger Mohrlang, M.A.,
*Fuller Theological
 Seminary, Assistant
 Professor of Religion*

Bruce Murphy, Ph.D.,
*Northern Illinois Univer-
 sity, Associate Professor
 of History*



Leonard A. Oakland, B.A.,
*University of California,
 Assistant Professor of
 English*

Edwin A. Olson, Ph.D.,
*Columbia University,
 Professor of Earth Science*

Sharon Lea Parks, M.R.E.,
*Princeton Theological
 Seminary, Instructor in
 Religion (on leave)*

William D. Peterson, Ph.D.,
*Michigan State Univer-
 sity, Vice President for
 Student Life and Director
 of Student Development*

Judith Pruess, Ph.D.,
*University of Minnesota,
 Director of Life Long
 Learning*

**Howard A. Redmond,
 Ph.D.,** *University of
 Southern California,
 Professor of Religion and
 Philosophy*

Tammy R. Reid, M.A.,
*Eastern Washington
 University, Assistant
 Professor of Education*

Isla Rhodes, M.A.,
*Whitworth College,
 Associate Professor of
 Home Economics*

Shirley Richner, Ph.D.,
*University of Idaho, Dean
 of Undergraduate Studies
 & Professor of Education
 & Music*

Lorraine Robertson, M.Th.,
*Fuller Theological
 Seminary, Instructor in
 Religious Studies*

*"I have enjoyed the
 contact with young
 people that my wife and
 I have had here. Being
 a natural born student I
 enjoy all I learn from
 both peers and students.
 They are like sons and
 daughters to us."*

Harry Dixon, *faculty*



George A. Ross, M.A.,
*University of Washing-
ton, Associate Professor
of Music*

Dan C. Sanford, Ph.D.,
*University of Denver,
Associate Professor of
Political Studies*

Robert Sell, Ph.D.,
*State University of New
York, Assistant Profes-
sor of Psychology*

Ronald R. Short, Ph.D.,
*Claremont Graduate
School, Professor of
Psychology*

Clarence J. Simpson, Ph.D.,
*Stanford University,
Professor of English*

Evelyn A. Smith, M.R.E.,
The Biblical Seminary in
New York, Associate
Professor of Religion

Daryl Squires, B.A.,
Whitworth College,
Assistant Professor of
Physical Education

E. Pat Stien, B.A.,
Wheaton College,
Instructor of Speech
Communication and
Theatre Arts

Howard M. Stien, Ph.D.,
University of Wyoming,
Professor of Biology

Robert S. Winniford, Ph.D.,
University of Tennessee,
Associate Professor of
Chemistry

Isaac S.H. Wong, M.L.S.,
University of Oklahoma,
Public Services Librarian,
Assistant Professor

William Yager, M.B.A.,
Harvard Graduate School
of Business Administra-
tion, Assistant Professor
of Business

Michael Young, M.A.,
University of Washing-
ton, Instructor in Music

SPECIAL INSTRUCTORS

Diane S. Bakke, M.A.,
University of Washing-
ton, Instructor in Modern
Language

Leonard Doohan, Ph.D.,
Teresianum in Rome,
Instructor in Religious
Studies

Wayne Evans, B.S.,
Lockhaven State College,
Athletic Trainer and
Instructor in Physical
Education

Carol Gavereski, M.S.,
University of Washing-
ton, Instructor in Health
Sciences

**Rabbi Eugene C. Gottes-
man, B.H.L.,** Hebrew
Theological College,
Instructor in Religious
Studies

Thomas T. Tavener,
D.M.A., University of
Washington, Professor
of Music

John W. VanderBeek, Ph.D.,
Oregon State University,
Associate Professor of
Mathematics

James E. Weaver, M.L.S.,
Indiana University,
Assistant Professor,
Technical Services
Librarian

George E. Weber, M.B.A.,
Harvard University,
Associate Professor of
Business and Economics

Ronald C. White, Ph.D.,
Princeton University,
Chaplain, Associate
Professor of Religion



Dana Harter, Ph.D.,
University of Washing-
ton, Instructor in
Chemistry

Jerry Hermanson,
M.A.A.B.S., Whitworth
College, Coordinator of
Counseling Services

Winnifred Korsborn, M.A.,
Eastern Washington
University, Instructor in
English

Margo Long, M.A.T.,
Whitworth College,
Instructor in Education

Susan Malm, M.S.,
Washington State Uni-
versity, Instructor in
Health Science

Kaye Via Mickelson,
M.A.A.B.S., Whitworth,
Instructor in Social
Sciences

Ronald Prosser, Ed.D.,
University of Arizona,
Instructor in Education

Margaret Saunders Ott,
M.S., Julliard School of
Music, Instructor in Piano

*"They are not only my instructors but
also friends who meet me on my level."*

"A positive Sophomore year of searching and surprising myself at what I could do when I would say "Yes" to the many opportunities that Whitworth has provided for me."

Leann Reeves, M.Ed.,
University of Utah,
Instructor in Home
Economics

Townsend Shelby, Ph.D.,
Washington University,
Instructor in Modern
Languages

Carolyn Stephens, M.A.,
Eastern Washington
University, Instructor
in Art

Hiroko Suenaga,
Kyoto College of Foreign
Language, Instructor
in Japanese

Peggy Warner, M.A.T.,
Whitworth College,
Instructor in Physical
Education

Lillian Whitehouse, M.A.,
Whitworth College,
Associate Director of
Lifelong Learning

Gordon Wilson, M.F.A.,
Fort Wright College,
Instructor in Art

*"I like the individuals
who make up the
Whitworth World."*

Lorraine Robertson,
Associate Chaplain

FACULTY EMERITI

Estella E. Baldwin, M.A.,
Whitworth College,
Professor of Religion

Thomas W. Bibb, Ph.D.,
University of
Washington, Professor
of Economics and
Business Administration

John A. Carlson, M.S.,
University of
Washington, Professor
of Mathematics

Anna J. Carrell, M.M.,
A.A.G.O., Cincinnati
Conservatory of Music,
Professor of Music

Homer F. Cunningham,
Ph.D., New York
University, Professor
of History

R. Fenton Duvall, Ph.D.,
University of Penn-
sylvania, Professor of
History

Ernestine Evans, M.A.,
Washington State
College, Associate
Professor of Business
Education

Marion R. Jenkins, M.A.,
New York University,
D.H.L., Whitworth
College, Professor of
Religion

Jasper H. Johnson, Ed.D.,
University of
Washington, Professor
of Education

Merton D. Munn, Ed.D.,
University of Cincinnati,
Professor of Education

Alvin B. Quall, Ed.D.,
Washington University,
Professor of Education

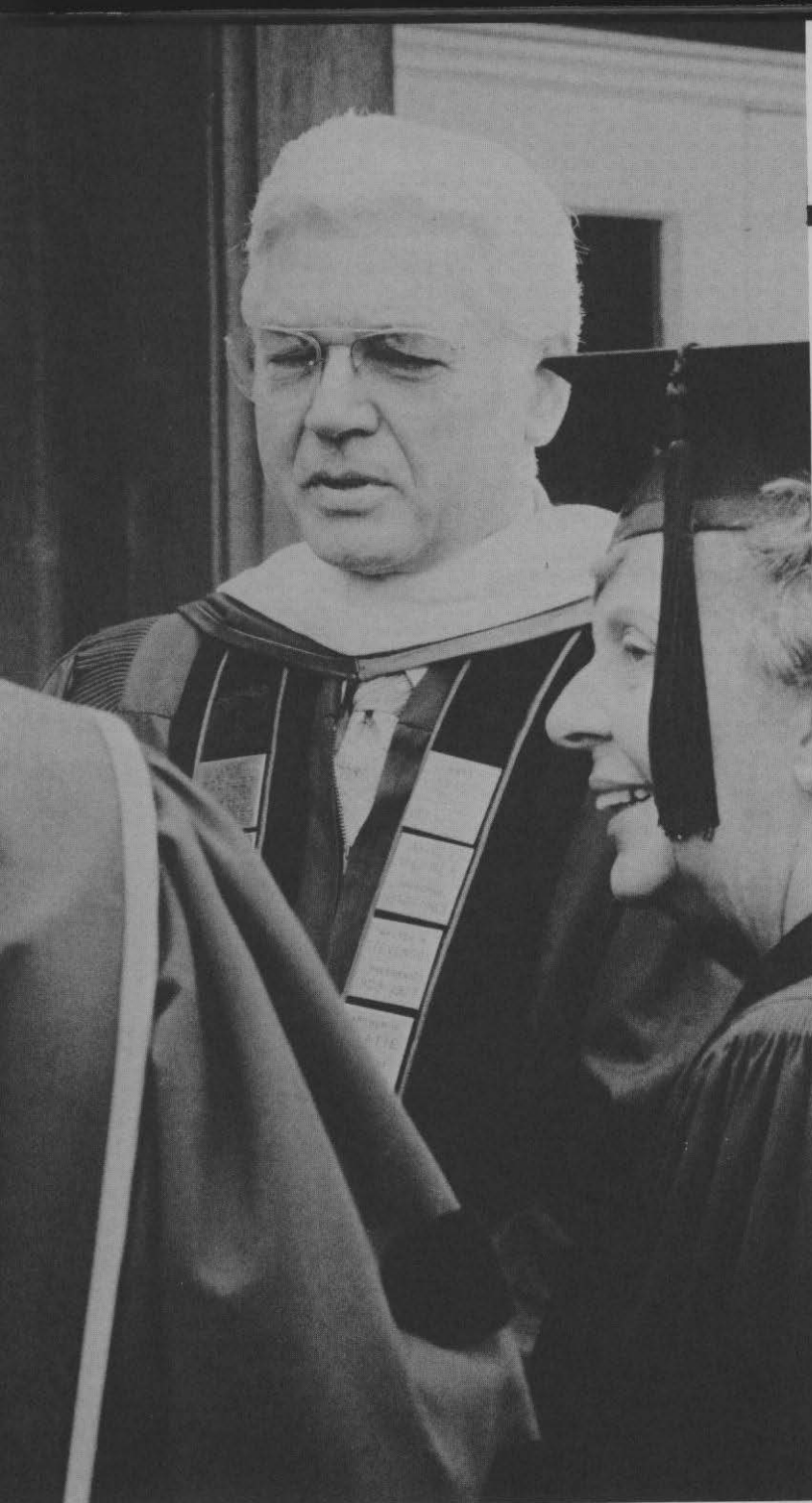
Estella N. Tiffany, M.A.,
University of
Washington, Associate
Professor of Education

Mae Whitten, M.A.,
Whitworth College,
Associate Professor
of English

William G. Wilson, M.S.,
University of
Washington, Associate
Professor of Physics
and Engineering

Lawrence E. Yates, Th.D.,
Princeton Theological
Seminary, Professor of
Philosophy and Greek





"The two qualities of commitment and openness, blend at Whitworth to distinguish a college realistic and challenging: students make real decisions, their lives touch the off-campus world as well as the academic sphere, their

teachers model varied Christian styles, and they encounter sufficient diversity to formulate and test personal values for all of life."

Edward B. Lindaman,
President of Whitworth College

ADMINISTRATION

Edward B. Lindaman,
President
Mary H. Simonson,
Executive Secretary

Duncan S. Ferguson, Vice
President and Provost
Paul Olsen, Registrar
Roland B. Wurster,
Assistant to the Dean
Shirley S. Richner, Dean of
Undergraduate Studies
Donald D. DeuPree, Dean
of Graduate and Con-
tinuing Studies
Ralph Franklin, Director
of Library

William D. Peterson, Vice
President for Student Life
and Director of Student
Development

Judith Pruess, Director of
Lifelong Learning
Lillian D. Whitehouse,
Associate Director of
Lifelong Learning
Celia Gaiser, Director of
Off-Campus Education
Kaye Via Mickelson,
Director of Residence
Life
Lelia C. Brown, Coor-
dinator of Learning
Resources
Gerald H. Hermanson,
Coordinator of
Counseling Services
Georgene Winniford,
Supervisor of Student
Health Services



"The art of administration is finding creative ways to make the impossible happen."

Edward B. Lindaman, a veteran aerospace executive and an active Presbyterian layman, became Whitworth's 19th president in January, 1970.

Joseph P.H. Black,
*Vice President for
Development and Public
Affairs*

Kay Brown, *Director of
Alumni Relations*

Richard Matheny,
*Director of Whitworth
Foundation*

Dawn Bowers,
*Associate Director,
Public Relations*

Linda Sharman
*Associate Director,
Public Relations*

Hugh W. Johnston,
*Development Research
Associate*

Alice Tyler, *Director, Office
of Receipts and Records*

Maureen Micklich,
*Director, Office of
Capital Gifts*

Brad Hunter,
Director of Development

Eunice Johnston,
Conferences Director

Ronald C. White, *Chaplain*
Lorraine Robertson,
Associate Chaplain

G. Michael Goins, *Vice
President for Finance*

Dayne J. Nix, *Bursar*

Wayne J. Docktor, *Director
of Physical Plant*

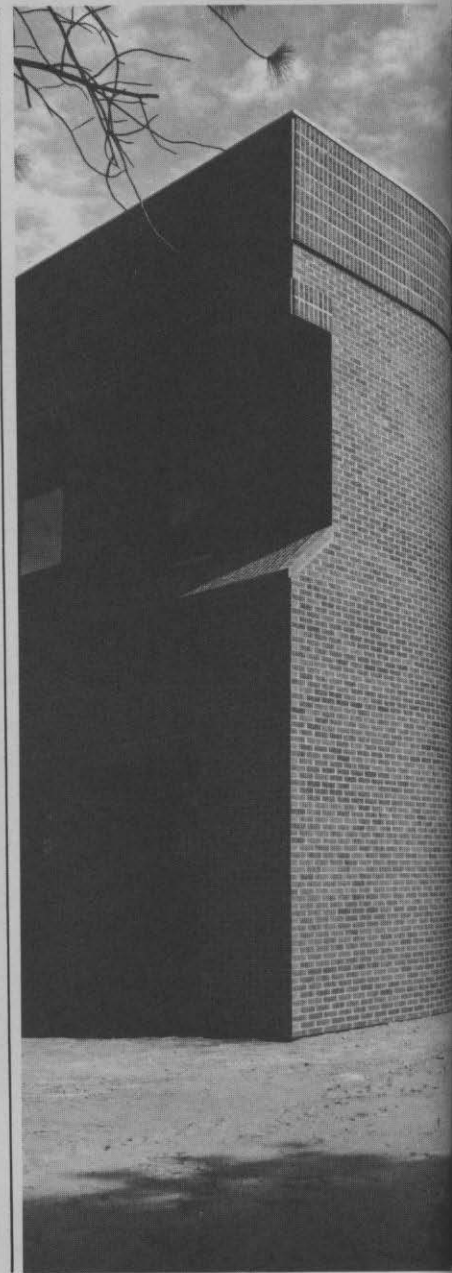
Herbert A. Stocker,
*Director of Personnel
and Administrative
Support*

Robert M. McCroskey,
*Coordinator of Computer
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Director*

Keith Kristin, *Ass't
Director of Admissions*
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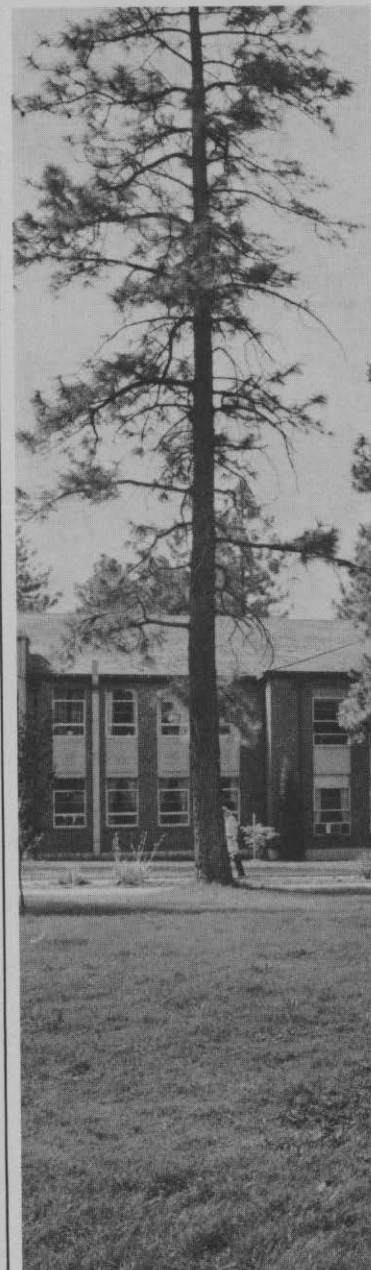
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"The professors I've had teach hard classes, but right along with challenging me they make me feel I can succeed. Because they take the time to know me, I trust their belief in me."

PLACE

"Small enough to see every face, yet a chance to meet another friend."

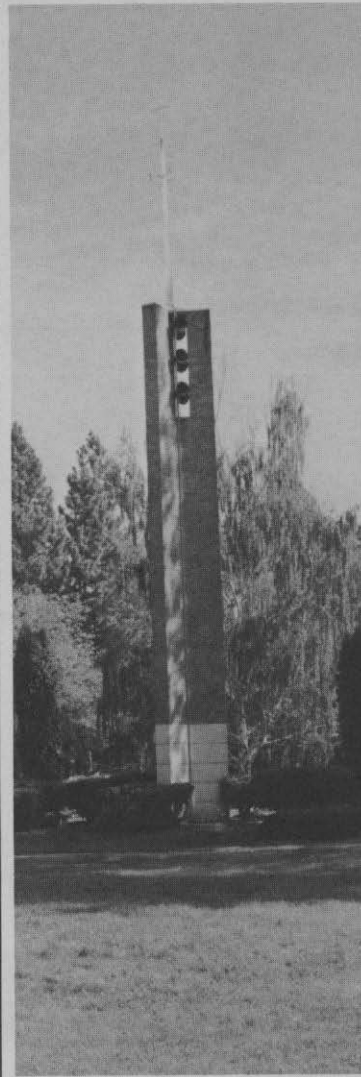


A college is a program; it is people, and it is a place. Whitworth's "place" is a spacious 200 acre wooded site just north of Spokane, Washington. This geographical location makes skiing, snowshoeing, backpacking, canoeing, and hiking readily available to campus residents. It also offers a metropolitan environment with cultural events, commercial services and a chance for involvement in urban life as an employee, intern or volunteer.

The 40 campus buildings are valued in excess of 10 million dollars. Main buildings include Cowles Memorial Auditorium, Harriet Cheney Cowles Library, Schumacher Health Center, Eric Johnston Science Center, Dixon Hall, and the Whitworth Fieldhouse. A new music building was constructed in 1977 and plans are being made for the construction of a chapel.

The 15 dormitory units provide on-campus housing for about 1,000 students. These units range from historic McMillian Hall constructed in 1914 to six modern, cottage-like dorms.

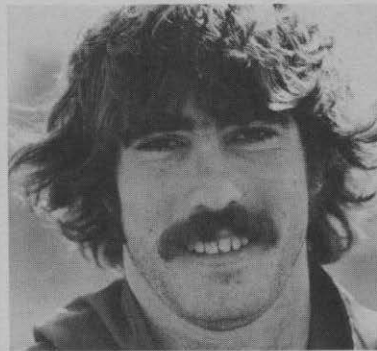
Pioneer educator and Presbyterian pastor George F. Whitworth founded Whitworth near the shores of Puget Sound in Sumner, Washington, in 1890. Ten years later the young college was moved to Tacoma, and



then, in 1914, Spokane realtor and mining man, Jay P. Graves offered a site for the struggling college just north of the Spokane city limits. In Spokane, the church-related college slowly grew to an enrollment of 250 in the thirties, then grew rapidly in the post World War II era. The college is affiliated with the Alaska-Northwest Synod of the United Presbyterian Church, U.S.A.

Whitworth College is fully accredited by the Northwest Association of Secondary and Higher Schools as a four-year liberal arts college with an unqualified membership in that association. It is also a member of the Association of American Colleges and the Presbyterian College Union, and is on the approved list of the American Association of University Women and the National Council on Church-Related Colleges. The college also is accredited by numerous specialized agencies.

"A place where student and teachers can be artists together."



"It would be hard to talk about all the things that I have been involved in here at Whitworth—but I can honestly feel that my life has been full with a tremendous variety and balance. I also have been motivated and persistent in my search for an honest, balanced, truth-led life. What makes a college run is dedicated people...guess I'm one of them too, aren't I?"

Equal Opportunity

It is the policy of Whitworth College to provide equal educational and employment opportunity for all students and employees. The college is subject to the requirements of non-discrimination contained in the following Federal legislation: Title VI of the Civil Rights of 1964, Title IX of the Education Amendments of 1972, Sections 799A and 845 of the Public Health Service Act, and Section 504 of the Rehabilitation Act of 1973, as amended. Any person who feels subjected to discrimination treatment on the basis of race, color, national origin, sex, or



handicap as defined by law, may contact Herbert A. Stocker, Equal Opportunity Officer, Office of the President. This officer is responsible for the investigation and resolution of complaints. If desired, contact may be made with the Director, Office of Civil Rights, Department of



Health, Education and Welfare, Washington, D.C. 20201, or with the regional office.

Veterans: Whitworth is an approved institution of higher education by the Veterans Administration. The minimum standards of progress as approved by the State Approving Agency are published in the catalog supplement.

Student Services

Whitworth is a place where a wide range of student services are provided. For example: The Health Center provides both preventative medical services and care for those who are ill. Nurses are available in the modern facility 24 hours a day, and doctors from Family Medicine in Spokane conduct clinics in the Health Center four evenings each week. Food service on campus is provided by Saga and special nutritional meal plans are available.

Whitworth is also a place where students participate in a variety of activities. Student government is responsible for most of the social programming on campus, and students,



faculty and administrators work together on the various Councils which formulate major campus policies.

Athletics

Varsity and intramural athletics and club sports are also an important part of student activities on campus. Across the years college teams have won their share of championships and provided entertainment for thousands of fans. But even more



important than the winning tradition and the excitement of competition is the way in which a student's participation in a sport builds maturity.

The college is represented by nine varsity men's teams as a member of the Pacific Northwest Intercollegiate Athletic Conference. Men's varsity sports are football, basketball, baseball, wrestling, cross country, golf, tennis, swimming, and track and field. Whitworth



women compete in six varsity sports in the Inland Valley Conference. Women's sports are basketball, cross country, volleyball, swimming, tennis, and track and field.

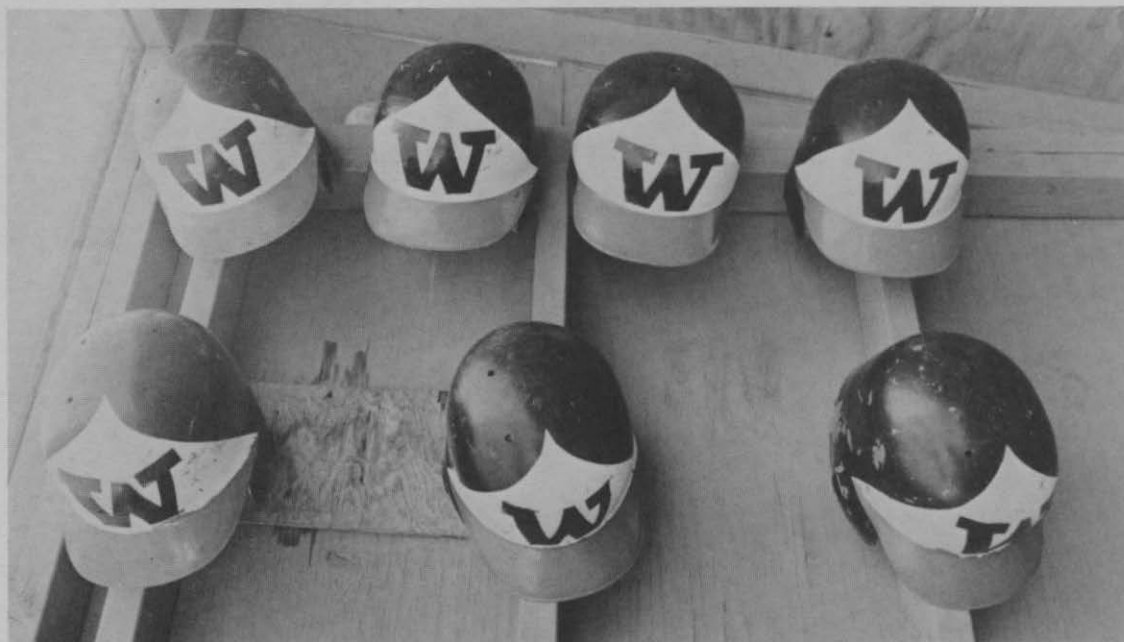
Chaplain's Office

Many student activities are centered around programs that are developed and coordinated by the Chaplain's Office. Campus worship, for example, is

a weekly occasion when faculty, staff, and students gather together in a warm and thoughtful atmosphere where we affirm and celebrate our faith and allow ourselves to be strengthened by a sense of Christ's presence in our lives. Compline is held each Wednesday evening, providing a more liturgical service based on scripture, prayers, and time for silence and reflection. There are also additional times throughout the year when we come together for special spiritual observances. We worship God in a variety of traditional and innovative ways.

Additional information about opportunities for student involvement on the Whitworth Campus may be obtained from the people listed inside the back cover.

"Whitworth education demands participation if you're going to learn and the motivation comes in all areas to keep you going."



"Whitworth is a place that allows me the freedom to make my own discoveries. The size of the college lets me be involved in a diversity of activities; in student government, and as a resident assistant, in the dorm."



Perhaps the best way to discover how a college might meet an individual's needs is through a *campus visit*. The Admissions Office is open weekdays throughout the year, but we prefer that campus visits occur when classes are in session. Visits should not be planned during vacation times. (See Academic Calendar.) The college will provide one full day's board and room for prospective students who visit the campus. To arrange a visit, contact the Admissions Office in advance.

ADMISSIONS PROCEDURES

Freshman Application Procedure

Application for admission as a freshman is made on a form which is available from the Office of Admissions. The following credentials should reach the Office of Admissions by June 1 for fall entrance:

1. APPLICATION FOR ADMISSION accompanied by a non-refundable \$10 application fee.
2. SCHOOL EVALUATION Section Two of the application form should be completed by the high school counselor or appropriate school official.

3. **OFFICIAL TRANSCRIPT** of high school academic work through at least six semesters. In the event of acceptance prior to the completion of high school, a final transcript following graduation is necessary.

4. **PERSONAL INVENTORY** is a part of the application form and is primarily designed to help us know more about the applicant as a person.

5. **SCHOLASTIC APTITUDE TEST (SAT), AMERICAN COLLEGE TEST (ACT) or WASHINGTON PRE-COLLEGE TEST (WPCT)** results must be sent to the Office of Admissions.

Applicants will be notified of their admission as soon as possible after their applications are complete. Whitworth continues, however, to subscribe to the Candidate's Reply Date agreement and admitted students will not be required to notify the college of their final decision until May 1.

Transfer Application Procedure

Application for admission as a transfer student is made by following steps

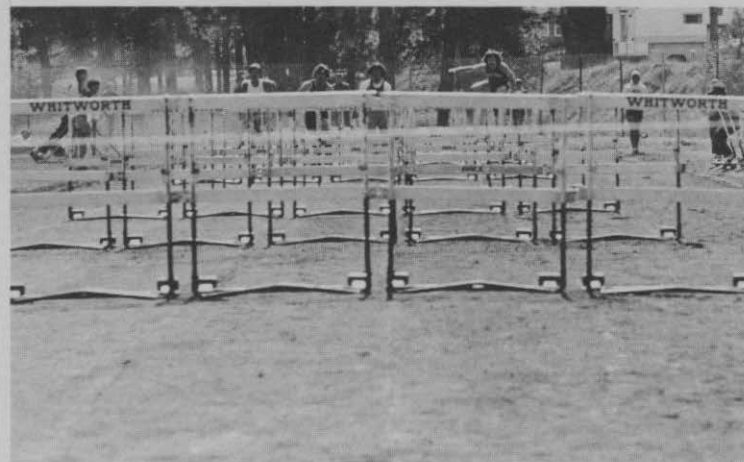
No. 1 and No. 4 above (Freshman Application Procedure), forwarding an official transcript of college work completed and the Transfer Reference Form. If less than one year of college work has been completed, Steps No. 2, No. 3 and No. 5 would also be necessary. A cumulative g.p.a. of 2.0 or above is required for consideration.

Readmission of Former Students

Former students seeking to return to Whitworth must submit a readmission application (available from the Office of Admissions) and official transcripts of all college work completed during the absence. Returning students whose absence has not exceeded one year and who have not taken college work elsewhere need not re-apply but may register directly with the Registration Office.

Part-Time Students

Students enrolled for less than $3\frac{1}{4}$ courses are considered part-time. In many instances, the part-time student classification serves the needs of the Spokane community and



can be on a credit or audit basis. Part-time students seeking a degree should follow the stated freshman or transfer application procedure. Part-time students not seeking a degree from Whitworth are not required to complete the normal admissions process; they may register directly through the Registration Office.

Early Decision

Candidates for early-decision admission may apply as early as September 1 of the year prior to desired entrance. Early-decision applicants must have maintained a strong academic average through their junior year in high school. It is understood

early-decision applicants will have narrowed their college choice to Whitworth and will make only this single application. Early-decision applicants will receive notice of admission beginning November 15. Selection of regular candidates begins December 1. When applying, candidates are asked to indicate "Early Decision" on the top of the application form and should follow the procedures outlined under Freshman Application Procedure.

Advanced Placement Program

Students who have received scores of 3, 4, or 5 on the College Entrance Examination Board Advanced Placement Examination may be given both advanced placement and credit toward graduation. Specific provisions are dependent on the subject matter field. Inquiries are welcomed by the Admissions Office.

College Level Examination Program (CLEP)

Whitworth grants credit for up to one year of alternative educational experience.

Deferred Matriculation

The College supports the practice of deferred matriculation. This policy allows students to apply for admission during their senior year in high school and, if

accepted, to delay matriculation for one or two years. Applicants should indicate their intended entrance date on the application form. This practice is specifically designed for students wanting travel or work experiences and not for those attending other colleges before entering Whitworth.

Refund Policy

A student who withdraws during the course of a

semester is eligible for an adjustment of charges as follows:

1st week following beginning of instruction—100% refund on tuition and student fees, less \$10 service charge. Board and room refund on prorated basis.

2nd week following beginning of instruction—80% refund. No refund on student fees. Board and room refund on prorated basis.

3rd week following beginning of instruction—60% tuition refund. No refund on student fees. Board and room refund on prorated basis.

4th week following beginning of instruction—40% tuition refund. No refund on student fees. No refund on room. Board refund on prorated basis.

After the 4th week following beginning of instruction—No refunds on tuition, student fees, or room. However, board refunds will continue to be prorated throughout the term.



FINANCIAL PROCEDURES AND INFORMATION

Costs and Fees

Whitworth College is an independent institution and, like most such institutions, receives minimal support from public funds. Each student is charged tuition and fees which cover approximately three-fourths of what it costs the college to provide its services. The balance of these costs is met by income from endowment and by gifts from trustees, alumni and other friends of the college. Since prompt payment of student bills is important in maintaining our quality educational program, all details for paying current charges must be finalized as students enroll for classes. Payment in full is due at the beginning of each term, or students and their parents may desire to use the insured budget plan, which spreads payments over a ten month

period (June 1-March 1).

Last year, Whitworth students received more than \$980,000 in scholarships and other financial aid from Whitworth and more than one million dollars through Whitworth from federal and state sources. Recipients of aid include about 60% of the student body.

Cost for 1979-80

Academic Year	
Tuition	\$3,575
Room and Board	1,650
Fees	194
	<u>5,419</u>
Associated Student	
Body Fee	\$85
H.U.B.	15
Student Activity	
Center Fee	15
Health & Accident	
Insurance	79
	<u>\$5,419</u>

A full-time academic load is $3\frac{1}{4}$ to $4\frac{3}{4}$ courses in the fall and spring terms and $1\frac{1}{4}$ courses in the January Term.

Room and board charges do not cover regular college vacation periods. The above rate provides for a double room and 20 meals per week. A 14-meal plan is available at a reduced rate. Students in private rooms at their own request pay 25% additional room rent.

Student Health and Accident Insurance must be carried by all students enrolled for more than three full courses unless there is a signed waiver on file in the Business Office showing other coverage. Those waivers must be submitted by September 22 for students beginning the fall term and February 22 for students beginning in the spring term.

Additional expenses for books, supplies, personal items and transportation will vary with each student, and is a necessary consideration when planning total costs.

Since fees are published several months in advance of the academic year, the Board of Trustees reserves

the right to change this fee structure.

Miscellaneous Costs*

One Course (Undergraduate)—for students enrolling in <i>only one</i> course in day or evening school	\$150
Part-Time Day School—for enrollment in $1\frac{3}{4}$ to 3 courses, per course	\$450
Excess Courses—for courses in excess of $4\frac{3}{4}$ courses, per course	\$225
Excess Course Audit—for students taking an audit course in excess of full-time load, per course	\$25
Audit Fee, per course	\$75
Independent and Field Study—not to exceed two courses, and program must be approved by the academic dean, per course	\$150
Change in Registration (after 3rd week)	\$5
Late Registration Fee (after 1st week)	\$15
Graduation Fee	\$15
Matriculation Fee	\$10

*These are 1978-79 costs.



"Whitworth has helped shape a naive but enthusiastic young Christian. I really do believe my experience has deepened and broadened all aspects of my life."

Financial Aid

Assistance in many different forms is available to help as many students as possible who want to attend Whitworth but who have inadequate financial resources. For the most part, financial aid is awarded on the basis of financial need as determined by the College Scholarship Service. Most offers of Whitworth aid are made each spring for the following academic year. Very limited funds, if any, are available to the student applying for entrance at midyear.

Financial Aid Application Procedure

Application for financial aid at Whitworth is accomplished by:

1. Submitting the College Scholarship Services' FINANCIAL AID FORM

(to determine student need). These forms are available through high school counseling offices or the Whitworth Admissions Office.

2. Completing the Whitworth College FINANCIAL AID APPLICATION, available from the Admissions office. Students who apply prior to March 1 are more likely to receive funds than later applicants; however, late applicants are encouraged to submit aid requests since awards are made to qualified applicants as funds become available.

After a student is accepted for admission and we have received the above forms, we automatically consider the student *for all types of aid* for which he or she qualifies. The financial aid form is also used for consideration for Basic Education

Opportunity Grants. This grant requires a separate application form which is available through high school counseling offices or the Whitworth Admissions Office.

Whitworth's annual operating budget is in excess of \$7 million. The college endowment of \$6 million includes about \$3.5 million in deferred giving contracts.





College Scholarships and Grants

Scholarships are ordinarily awarded to students who have demonstrated that they will contribute significantly to the total community. Some college grants are awarded to students from low-income families who could not otherwise attend the college. A few scholarships are awarded regardless of financial need to students

who have distinguished themselves in academics and other aspects of school and community life.

Loan Funds

These may be administered directly by the college or in cooperative arrangements with the government or other institutions. Many loans carry low interest rates and normally do not require that repayment begin prior to graduation.

The repayment period is often extended to ten years.

Employment

The Student Employment Office is a clearing house for both on- and off-campus jobs. Most part-time jobs are on campus where the work does not usually exceed 15 hours per week and \$1,000 of pay per school year. Whitworth participates in the College Work-Study Program, a federally financed program.

Other Forms of Aid

The United Presbyterian Church, U.S.A., provides several types of student financial aid through its church-related colleges. They include the following:

National Presbyterian College Scholarships

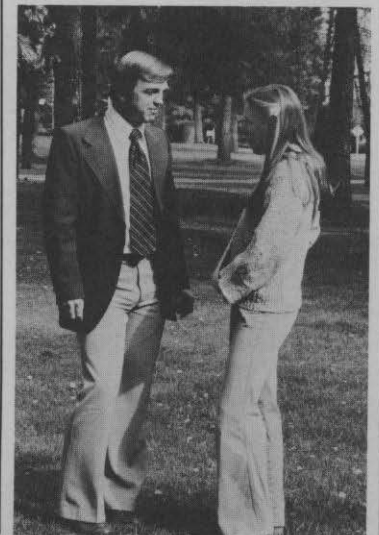
Awards range up to \$2000 annually, depending upon need. Applications, obtained from the Admissions Office of the Board of Christian Education, must be filed in November of the student's senior year in high school.

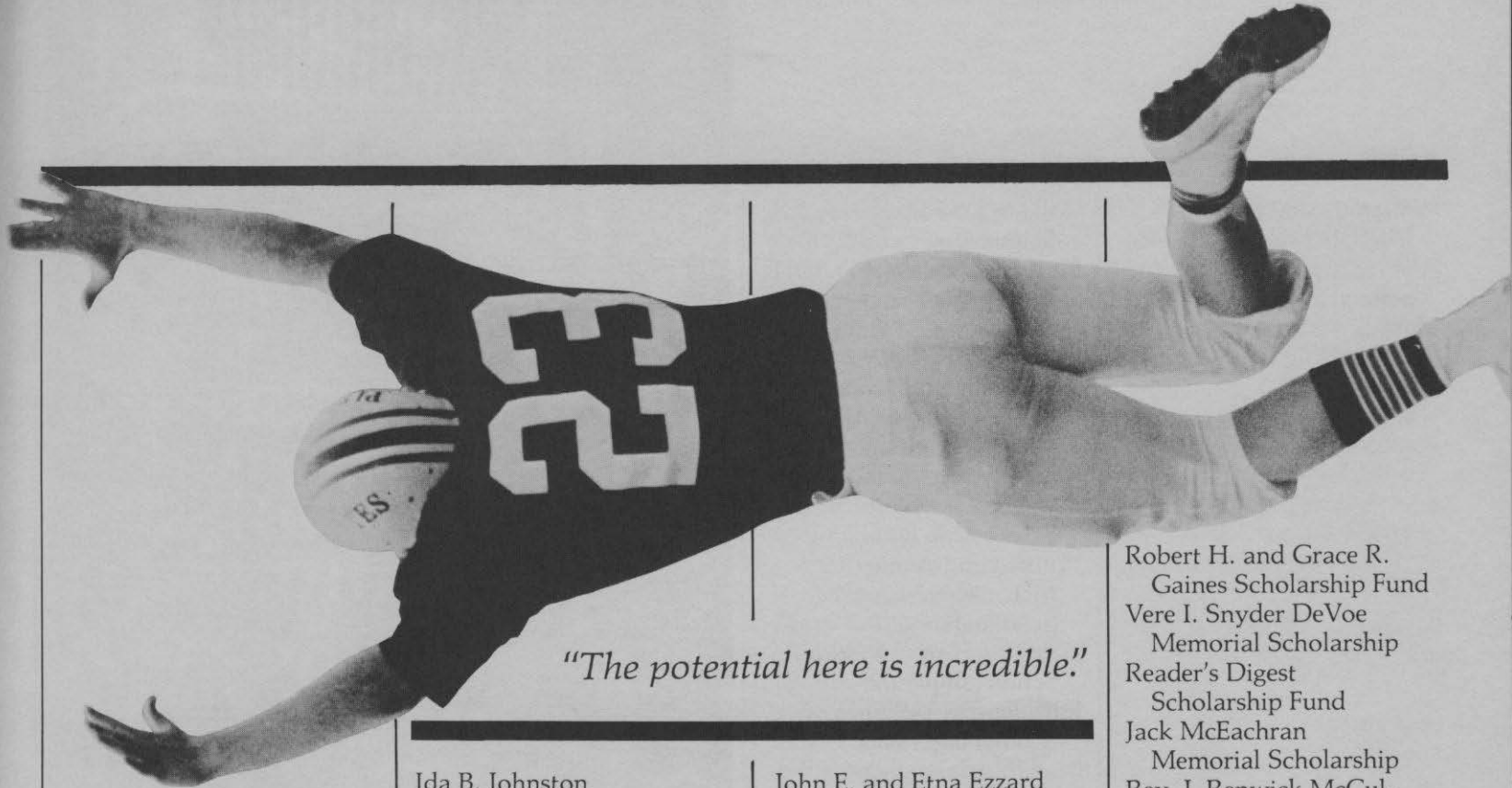
Samuel Robinson Scholarships

\$300 each for students already enrolled who submit original essays and applications by April 15. Details are available from the college Religion Department.

Ministerial Scholarship

Whitworth offers a \$400 tuition discount to students who are dependent children of regularly ordained pastors employed by Christian churches and who maintain a grade point average of at least 2.5. To apply, students should write to the Director of Financial Aid and include information verifying eligibility.





"The potential here is incredible."

Scholarship Funds

Lloyd M. Harder Memorial
Scholarship Fund
Jane Bagnall O'Brien
Nursing Scholarship Fund
Ingwer W. Thomsen
Scholarship Fund
Jean Villars Memorial
Music Fund
Mary Elizabeth Waltz
Memorial Scholarship
Fund
Ernest E. & Margaret Yenny
Brown Memorial
Scholarship Fund
William L. McEachran
Scholarship Fund
Amos A. Bratrude
Scholarship Fund

Ida B. Johnston
Scholarship Fund
Grace A. Stayt Memorial
Scholarship Fund
Pearl H. King
Scholarship Fund
Indian Scholarship Fund
William Moir
Scholarship Fund
Hammond Memorial
Scholarship Fund
Mary E. Quackenbush
Scholarship Fund
Frank and Helen Burgess
Scholarship Fund
William H. Cowles
Memorial Scholarship
Fund

John E. and Etna Ezzard
Sheridan Memorial
Scholarship Fund
Aimee E. Millhouse
Scholarship for
Young Men
Mrs. James McKay
Memorial Scholarship
Fund
Rev. and Mrs. Albert E.
Evans Memorial
Scholarship Fund
Glen and Dorothea Cotterel
Scholarship for Foreign
Students
Ethel Klein Culverwell
Music Scholarship
Annie Ester Durham
Scholarship Fund

Robert H. and Grace R.
Gaines Scholarship Fund
Vere I. Snyder DeVoe
Memorial Scholarship
Reader's Digest
Scholarship Fund
Jack McEachran
Memorial Scholarship
Rev. J. Renwick McCul-
lough Memorial Scholar-
ship Fund
William Kay Memorial
Scholarship Fund
Winona Marjorie West
Scholarship Fund
Rev. John Gordon Memorial
Scholarship Fund
Mabel C. Willson Memorial
Scholarship Fund
Caroline Cooper
Scholarship Fund
Dorothy Myers Phillips
Scholarship Fund
Susie Rose Scholarship Fund
Anna E. Neill
Scholarship Fund
Mave C. Olds
Scholarship Fund

William P. and Belle M.
Ulrich Scholarship Fund
Alice J. Benque
Scholarship Fund
Mary L. Mentzer
Scholarship Fund
Nelson W. Durham
Scholarship Fund

William J. Sanders
Scholarship Fund
Elma Ross Memorial
Scholarship Fund
Beth Thomas
Scholarship Fund
Journalism Fund in Honor
of Mrs. Dorothy Dixon
Elizabeth Ann Joyner
Scholarship Fund
Sara Lou Gammons Music
Scholarship Fund
William and Annie
McEachern Memorial
Scholarship
George and Lyda Wasson
Scholarship Fund
Ethel Fairfield White
Scholarship Fund
Manifold Scholarship Fund
Dave Barnes and Aubrey M.
Leavitt Scholarship Fund
Charles F. Koehler
Memorial Scholarship
Fund
Alumni Association
Scholarship Fund
Arthur E. And Enola Loring
Wake Scholarship Fund
Alice Postell Alumni
Scholarship Fund
John A. Soule Memorial
Scholarship Fund
Young Life
Scholarship Fund
Howard Redmond
Scholarship Fund



"I see the opportunities for learning, community, and diverse ministry of healing, teaching and worship—centered around Jesus Christ."

Student Loan Funds

Mr. and Mrs. Franklin
Armstrong Student
Loan Fund
David Barnes Memorial
Student Loan Fund
George N. Beard
Student Loan Fund
Helen Grinnell Brown
Music Scholarship
Frances Gilbert Hamblen
Memorial Loan Fund
Elizabeth Hewitt Memorial
Student Loan Fund
David L. Jones
Scholarship Fund
Anne E. Marshall
Student Loan Fund
Otis and Elizabeth Merritt
Student Loan Fund
Earl Oatman Memorial
Student Loan Fund
Jane Bagnall O'Brien
Nursing Loan Fund
Josie Shadle Student
Loan Fund

Stevens-Swanby Student
Loan Fund
Sarah A. Stewart Memorial
Student Loan Fund
Ingwer W. Thomsen
Student Loan Fund
David and Emma
Thorndike Memorial
Student Loan Fund
Vicker Rotary Memorial
Student Loan Fund
Dr. L.N. Williams Memorial
Student Loan Fund
Helen Bishop Herbage
Memorial Student
Loan Fund
George T. Gregg
Student Loan Fund
Dr. C.L. Mood and Bettie
Mood Memorial Student
Loan Fund

R.L. Ubers, M.D.,
Student Loan Fund
Hulda Munter Senske
Student Loan Fund
J. Wilson Gowdy Student
Loan Fund
Bee Lawler Rhinehart
Memorial Loan Fund
Jim and Kathy Edens
Hancock Memorial
Student Loan Fund
Manito Park United
Presbyterian Church
Student Loan Fund
Mary Katherine Crim
Student Loan Fund
Charles W. Muir
Student Loan Fund
Martin Luther King
Student Loan Fund
Mr. and Mrs. James
Harrison Memorial
Loan Fund
Judge & Mrs. W.C. Husband
Memorial Loan Fund
Lawrence F. Moore
Revolving Loan Fund
Mrs. P.T. Myers Student
Loan Fund

Additional information about policies and procedures are published in the *Catalog Supplement* which is available from the Admission's Office upon request. Other information may be obtained by writing to the people listed inside the back cover of this catalog, or by writing directly to the coordinator of the department in which you are interested.

"There is a feeling this is where I belong."

CALENDAR

The "4-1-4" Calendar

In 1969 Whitworth College came one of the first colleges in the country to adopt the "4-1-4" academic calendar. A growing number of liberal arts colleges have turned to this calendar because of its flexibility and potential for innovative courses. The fall thirteen-week semester ends with the Christmas vacation. During the month of January students take just one intensive course. The spring term begins in February and ends during the month of May. Whitworth has developed a number of tuition-exchange programs with other colleges having the 4-1-4 calendar and Whitworth students can participate in the programs of many other colleges during the month of January.

ACADEMIC CALENDAR 1978-1979 AND 1979-80

1978-1979

Sept. 6
Sept. 7
Sept. 11
Nov. 22
Nov. 27
Dec. 13, 14, 15
Dec. 16-Jan. 2
Jan. 3
Jan. 30
Feb. 6
Feb. 7
Feb. 12
Mar. 23 (after classes)
Apr. 2
May 16, 17, 18
May 20

May 21-June 8
June 18-July 27
July 30-Aug. 17

Fall Term

Registration
Day Classes Begin
Evening Classes Begin
Thanksgiving Recess begins
Classes Resume
Final examinations
Christmas Vacation

January Term Classes begin
Term ends

Spring Term Registration
Day Classes Begin
Evening Classes Begin
Spring Vacation
Classes resume
Final Examinations
Baccalaureate and
Commencement

Summer Sessions

May Term
Second Session
Third Session

1979-1980

Sept. 5
Sept. 6
Sept. 10
Nov. 21
Nov. 26
Dec. 12, 13, 14
Dec. 17-Jan. 2

January 3
Jan. 30

Feb. 5
Feb. 6
Feb. 11
Mar. 17
Mar. 24
May 14, 15, 16
May 18

May 19-June 6
June 16-July 25
July 28-Aug. 15



Directions for Correspondence and Information

Letters concerning various dimensions of the Whitworth experience should be directed as follows:

Academics	Dr. Duncan Ferguson	Vice President and Provost
Admissions	Robert Hannigan	Director of Admissions
Alumni	Dr. Kay Brown	Director of Alumni Relations
Athletics	Dr. Jack Ecklund	Director of Athletics
Business, Student Accounts	Michael Goins	Vice President for Finance
Financial Aid	Williard Rusk	Director of Financial Aid
Graduate and Continuing Studies	Dr. Donald DeuPree	Dean of Graduate and Continuing Education
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